

STATE OF NEVADA



Nevada

Criterion-Referenced Tests

READING



REVIEW GUIDE

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OVERVIEW

Purpose

The Criterion Referenced Tests (CRT), as mandated by legislation (Nevada Revised Statute 389.550), are designed to provide a means of measuring student academic achievement and proficiency in the Nevada State Content and Performance Standards. They are intended to help ensure that students are appropriately prepared in the curricula as set forth in the state standards. Unlike a norm-referenced test that is designed to compare an individual student, school, district, or state test score to an average score as determined by an entire test-taking population, the criterion-referenced test score is reported in terms of both group and individual student outcomes based on a pre-determined criterion of correct responses to measure proficiency and achievement levels.

This review guide is intended to be used by teachers, principals, and school districts as a supplemental tool — one that complements current efforts aimed at preparing students for the state proficiency examinations and/or remedial efforts based in part on student test performance. Each test includes only a portion of the curriculum content that students are expected to know. Although the guide provides a sampling of representative items for the CRT, the sample of items does not constitute a practice test and was not designed to provide “drill” activities.

Rationale and Philosophy

The Nevada comprehensive assessment system serves as an ongoing evaluative technique that allows monitoring of the extent to which students are acquiring necessary knowledge and skills. While necessary knowledge and skills may be characterized in multiple ways, they are primarily defined through the state content and performance standards that provide the basis of aligned curriculum and instructional practice. Assessment can be viewed as multi-faceted. It can be considered as an objective monitoring tool that stands outside the triangle of standards, curriculum, and instruction. It can also be regarded as an integral aspect of curriculum and as an instructional tool. It may be that different assessment strategies can serve these multiple facets. If so, as is the case with standards, curriculum, and instruction, multiple forms of assessment, including varied large-scale assessments and site-based assessments, must be interlocked or aligned. As such, Nevada’s assessment efforts are part of statewide systemic reform.

National Assessment of Educational Progress (NAEP)

Nevada is among the states that receive Title I funding and must therefore participate in state NAEP norm-referenced assessments in reading and mathematics at grades 4 and 8. A sample of Nevada students will be tested through the National Assessment of Educational Progress program in reading annually each spring from years 2002 to 2010 and in mathematics from 2003 to 2010. In addition, the NAEP science assessment will be given in years 2004 and 2008 and the writing assessment will be given in years 2002, 2006, and 2010. Information on these assessments may be obtained at <http://nces.ed.gov/nationsreportcard/>.

Norm-Referenced Assessment

The norm-referenced assessments, as described in Nevada Revised Statute 389.015, are administered annually each winter to every Nevada student in grades 4, 7, and 10. Subjects tested include reading/language arts, mathematics, science, and social studies. The current testing contractor is Riverside Publishing Company, and it is responsible for the distribution and scoring of the Iowa Tests of Basic Skills in grades 4 and 7, and the Iowa Test of Educational Development in grade 10. For more

information about the Iowa Tests of Educational Development in grade 10, go to http://www.riverpub.com/products/group/ited_a/home.html.

Criterion-Referenced Assessment

The Nevada CRT program was initially mandated in 1999 and piloted in the 2000-2001 school year in mathematics and reading in the 3rd and 5th grades. The 5th grade science test and the 8th grade mathematics, reading, and science tests were field tested in the 2002-2003 school year. The test items are drafted by Nevada teachers with the assistance of the WestEd Regional Educational Laboratory, the Nevada Department of Education, and Measured Progress. Nevada test items undergo a thorough review for alignment with Nevada Standards and for possible bias. Students are tested within 10 days either side of the 120th day of instruction. Each test takes approximately 120 minutes and contains between 50 and 75 items. Ten to fifteen field test items, used for future test development, are embedded in the total item count number.

Since each form of assessment taken individually may serve a narrower purpose, each assessment in the Nevada Proficiency Examination Program must be considered in conjunction with all other forms of assessment. This concept is consistent with the adage that the whole is greater than the sum of its parts. Each form of assessment provides useful bits of information, but the interpretation of student and school achievement is better informed by looking at the influence of multiple measures. (See Figures 1 and 2.)

**Figure 1 — A Complementary System Of State-, Local-,
And Building-Level Assessment Practices**

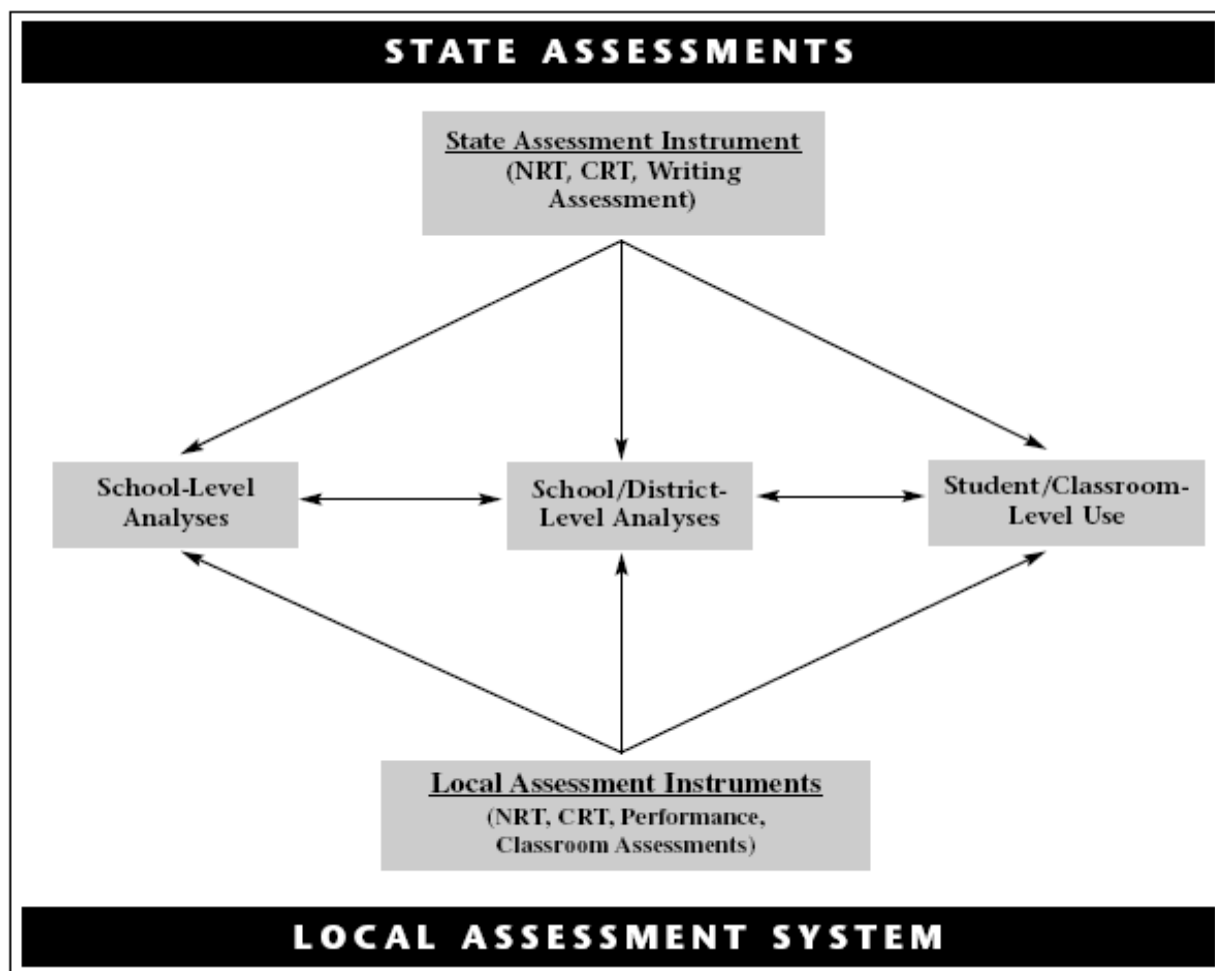
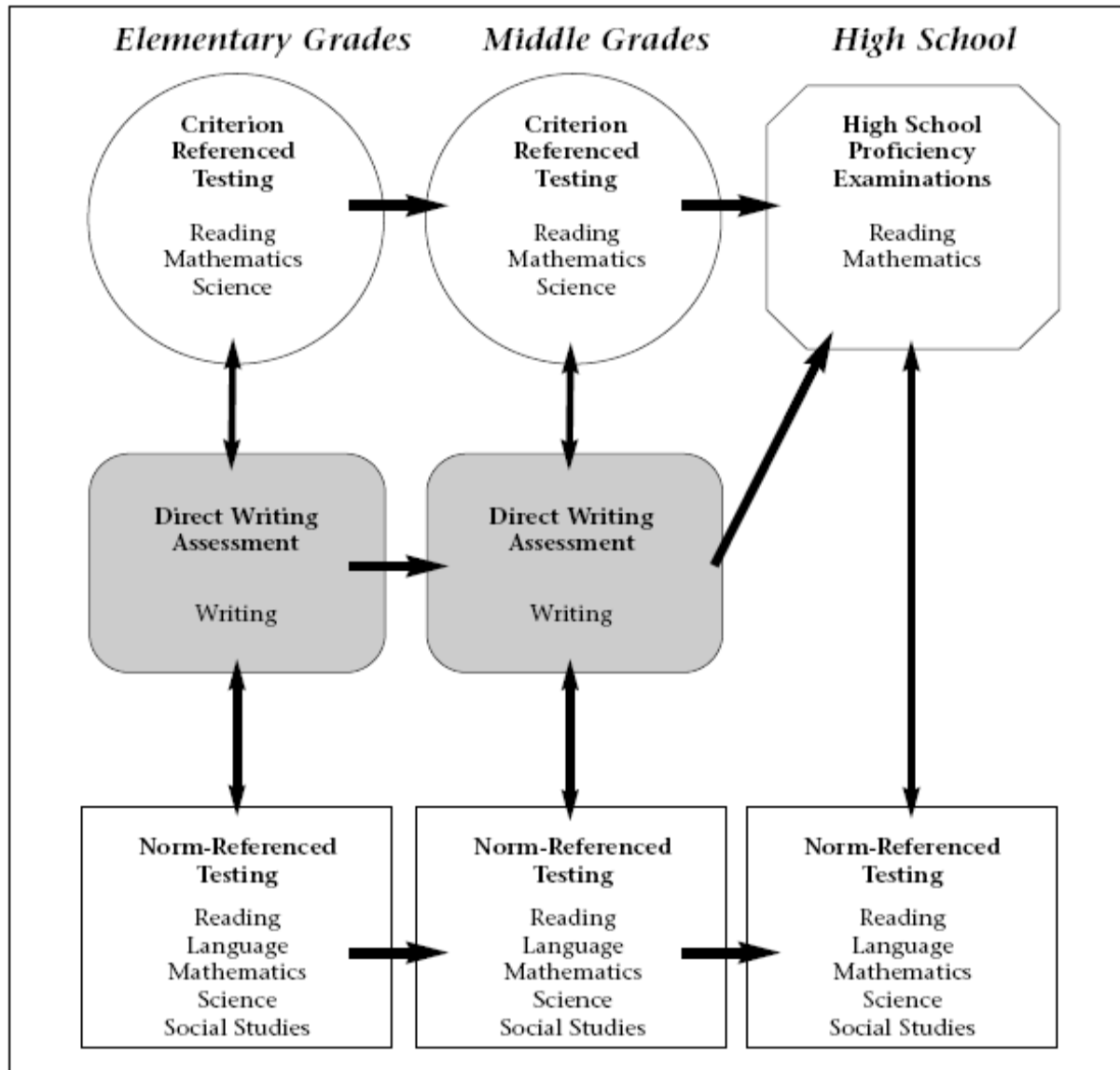


Figure 2 — State-level Assessment Flow



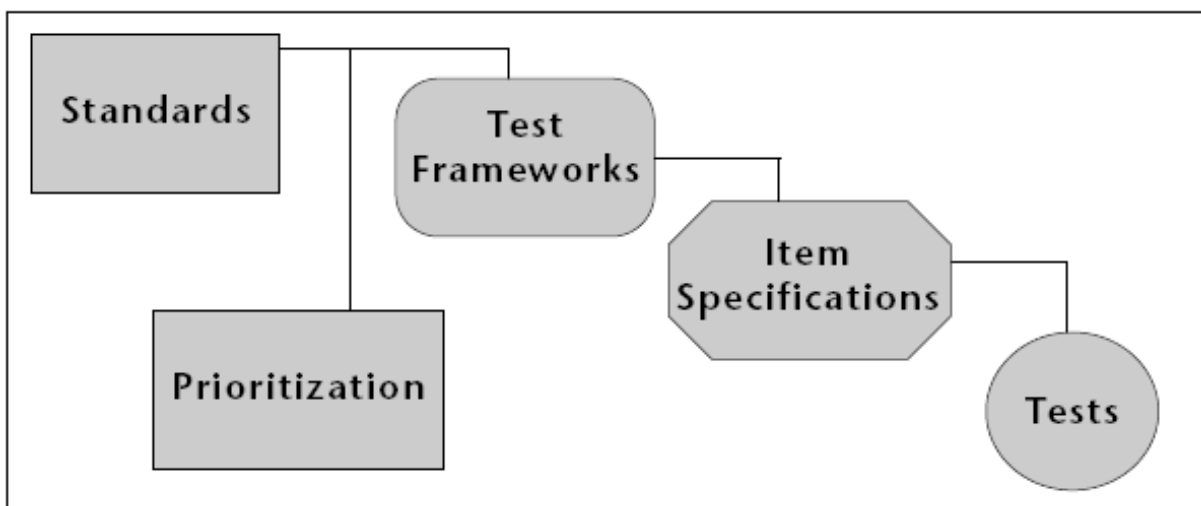
Accountability and Alignment

Current reform initiatives, most recently the federal No Child Left Behind Act, are built on the notion of “results-based” accountability. Stated simply, students are responsible for learning standards-based content knowledge and skills, and educators are responsible for providing students with the opportunity to learn and demonstrate that knowledge and those skills.

This much is known about accountability systems and the role of assessments: When the stakes are high, whether applied to students or to schools, the assessments drive classroom instruction and/or behavior and there is motivation to perform well on the accountability measures. Directing instructional change can be desirable and is arguably the goal or role of accountability. How assessments affect instruction or curriculum is a key concern and leads to the issue of alignment between standards and assessments. Unless this alignment is clear, the results of accountability cannot be reliable.

For the assessments and the accountability system to support the overall goals of improving student learning and school improvement, the assessments must measure the standards. Unfortunately, the language of “standards” is not always easily applied to assessment or measurement. Work must be done to translate the standards into a form that is conducive to assessment, yet does not compromise academic expectations. This can be achieved in multiple ways and has been accomplished in Nevada using the following method (See Figure 3.).

Figure 3 — Translation is one step in the alignment



The articulation of standards into a form appropriate for school- and classroom-level assessments is needed for a variety of reasons. First of all, it provides a clear plan for developing test items and tasks. This gives some assurance that, at the state level, measurements are aligned with expected proficiency of student performance based on the state standards. In addition, it supports the development of school district or classroom assessments that are aligned to both the state academic expectations and other forms of assessment that comprise the total assessment system. Aligning different types of assessments is required to achieve systemic reform.

The articulation of standards, ultimately in the form of assessment, also helps serve another critical purpose. It communicates what is expected from students in the form of knowledge and skills acquisition as well as what is expected from schools in terms of curriculum and instructional delivery. In addition, students, parents, and teachers must know how students will be assessed and the decisions that will be made based on their performance.

One of the critical features of the interpretation of standards in Nevada has been the prioritization of standards. After the standards were written and adopted, a statewide committee of district-nominated educators were brought together to make decisions regarding the assessment of the standards. Groups of teachers and other educators had the task of taking each standard and objective and noting whether it was indicative of being enduring (i.e., essential knowledge and skills students need to internalize and retain), important (i.e., knowledge and skills students need to expand their understanding, make connections, and comprehend new or unfamiliar information), or worthwhile (i.e., students should be familiar with key concepts, ideas, facts, and terms). Next, educators made decisions as to whether a standard/objective might best be assessed at the state or local level. This process resulted in a clear subset of standards and objectives that were denoted as being enduring or important as well as testable at the state level.

The prioritization process is important for several reasons. First, the breadth and depth of the Nevada Content Standards make it very difficult to provide a comprehensive assessment. Second, although a lengthy assessment process might be seen as optimal, cost and time spent testing are practical constraints. Third, the prioritization process allows for a finer distinction in those aspects of the standards that are essential for state assessment. This, of course, is a critical undertaking. As stated previously, testing will direct curriculum and instruction, and any narrowing of curricular scope could be detrimental to including all the standards in classroom instruction. It is important to note that the prioritization process did not exclude any of the standards/objectives from assessment. Instead, it called for the assessment of all standards/objectives at the local level, and a specified set of knowledge/skills to be assessed at the state level.

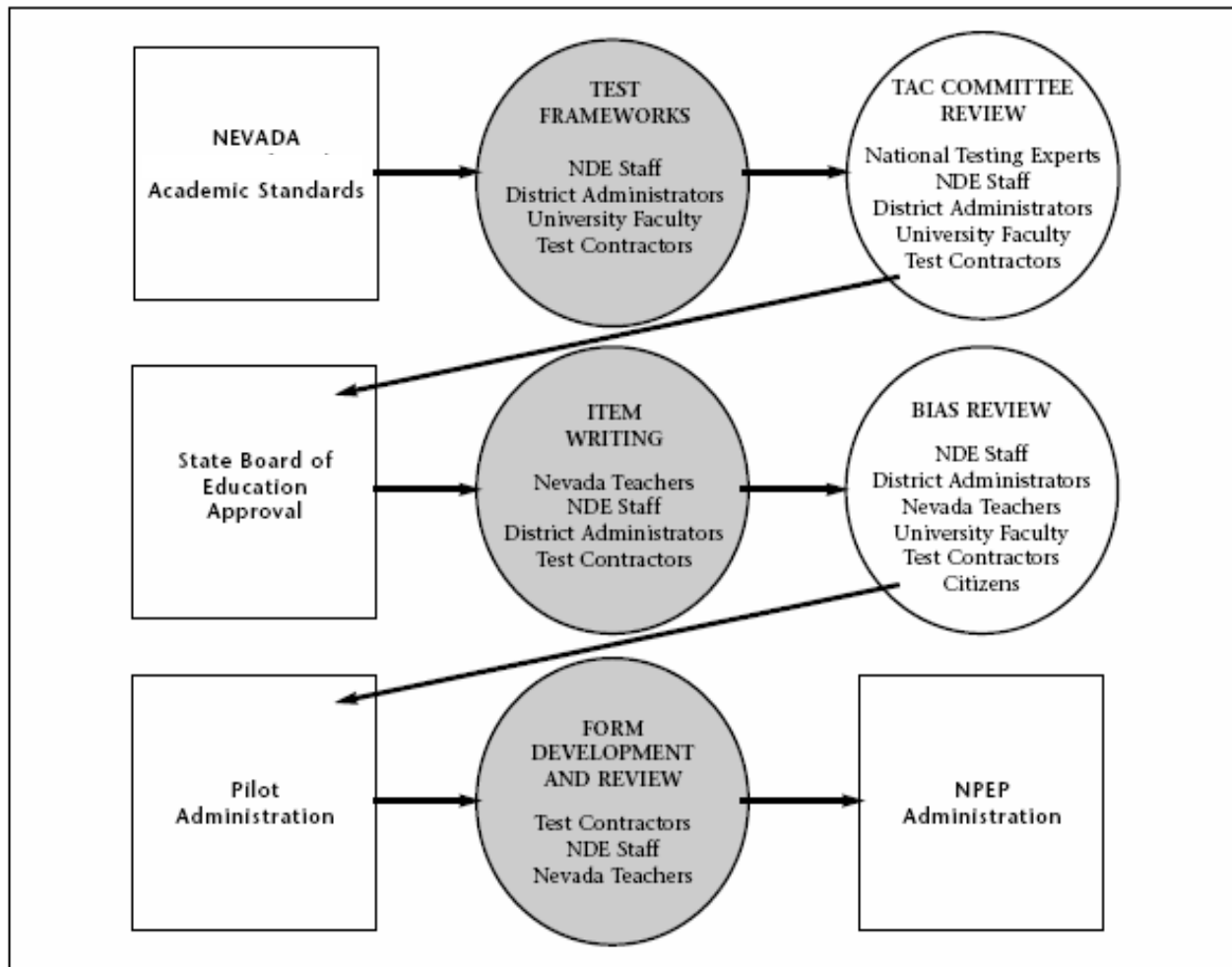
Development

The test development process for state assessments is comprehensive and involves national and local educators, as well as technical assistance from regional education laboratories and testing contractors. Shown in Figure 4 is the general development process. It starts with the state standards followed by the development of test frameworks and specifications and the review of these documents by a Technical Advisory Committee (TAC) and policy boards. After approval, Nevada educators begin the item writing process, which includes the drafting of items/tasks and the qualitative bias review of test items/tasks and reading passages. Once drafted and reviewed, items are subjected to a field administration where the items are field-tested with students. Based on a statistical and qualitative review of the piloted items, test forms are constructed, submitted for a comprehensive review, and ultimately formally administered to students.

The cornerstone of the development process of the Nevada Proficiency Examination Program is teacher involvement in the drafting and reviewing of test items. Prior to writing items, teachers are provided with a thorough training that is designed to assist in drafting quality items that are free from bias and that are clearly aligned to specific prioritized content standards. Throughout item writing sessions, time is dedicated to peer review of item drafts, including validation of the matching of items to specific content skills.

After items are written, they are edited by a testing contractor and subsequently submitted for a comprehensive, qualitative review for potential bias. Although a variety of educators and other citizens are involved in the review process, teachers always serve in this primary role. Items are analyzed to ensure they do not convey insensitivity to a particular group, do not violate privacy issues, and do not differentially impact opportunity and access. Reliance on teacher involvement in the writing and review process provides confidence that the high school proficiency examinations accurately measure content being taught in Nevada classrooms.

Figure 4 — The NPEP Development Process



Constructed-Response Items

Constructed-response items are included in the fourth through eighth grade criterion referenced tests. The constructed-response items present students with a question or questions that require students to respond in written form. Typically items ask students to not only recall knowledge from a passage, but also demonstrate more complex cognitive behaviors such as organizing, summarizing, comparing, relating, analyzing, inferring, concluding, predicting, solving, and/or applying. A constructed-response item can come in several different formats. An item may be specific in its request (e.g., “Describe three different ways that...”) or more open-ended (e.g., “Describe different ways that...and explain why...”).

Constructed-responses will have a set, which scaffolds the students’ thinking, and directions for the task. Students receive a score of 0-3 points on their answer, with 0 being the lowest and 3 being the highest. A score of 2 or 3 is deemed proficient. A student’s score depends on how closely his or her answer matches the description in the item-specific rubric and the anchor papers for each constructed-response item.

For each constructed-response item, an item specific rubric is designed based on the general rubric. (See page 40 for the fifth grade example.) Anchor papers, which are exemplary responses of typical student responses at each score point, are selected to guide the trained readers who score students’ responses.

Reporting

In order for assessments to serve the purposes of improving student learning and classroom instruction, assessment results must be reported in a manner that facilitates the interpretation of student performance. The reporting of results must be tied directly to the expectations for student learning.

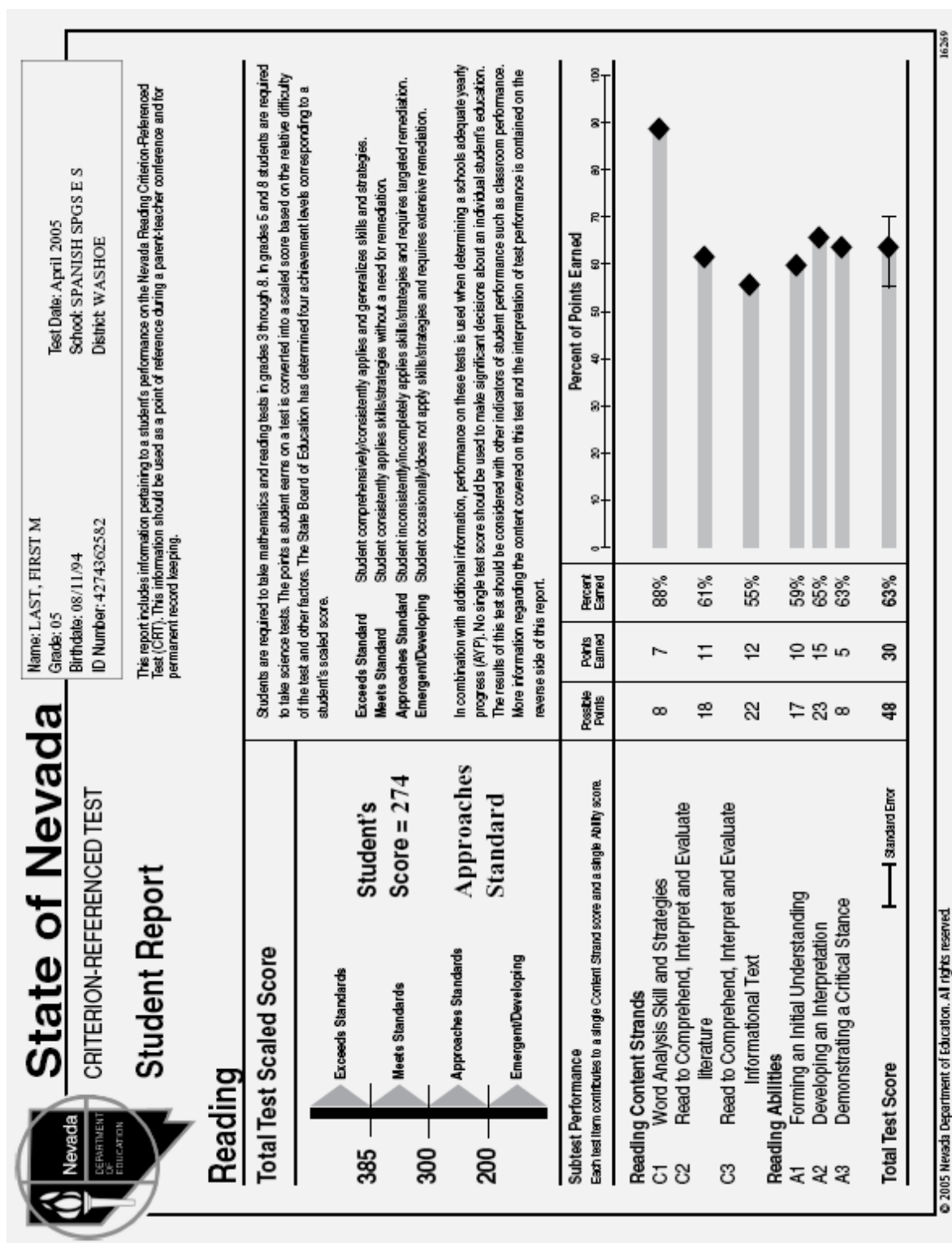
The state provides a variety of score reports in paper format including student, school, district, and state level summary reports. Additionally, “raw” data is provided to school districts in electronic format to allow for more precise analyses. The integration of results from the multiple levels of assessment (i.e., state vs. classroom) requires the use of electronic media. The state is currently pursuing the adoption of web-based reporting software that can make the “raw” data available in varying degrees of specificity to all education stakeholders. In particular, teachers would be able to access data representing their own classroom, school, and/or district.

Although the electronic transfer of results is optimal, the paper reports disseminated by the state must still convey important information with clarity. The student level summary report conveys both diagnostic and general achievement information (see Figure 5 for a 5th grade example). It provides information pertaining to the number of items possible, the number of items correct, and the percentage of items answered correctly relative to a particular content standard (i.e., in Reading, *Read to Comprehend, Interpret and Evaluate Literature*, or in Math, *Algebra and Functions*). In addition, it provides information on the cognitive domain (i.e., in Reading, *Developing an Interpretation* or *Procedural Knowledge* or in Math, *Procedural Knowledge*).

The scale score obtained by the student is specified at the top of the score sheet and a key is provided at the bottom qualifying the achievement levels by descriptors of the scale scores, i.e., emerging/developing, approaching standard, meeting standard, or exceeding standard. The scale score is derived by mapping each raw score to a scale score through a linear transformation process where student ability, test difficulty, and student guessing are factored into the equation. The cut scores of 200 for *Approaches Standard* and 300 for *Meets Standard* were established during the Nevada Standard Setting process in 2002. The *Exceeds Standard* cut is also fixed, but may vary minimally for each test. While the raw score percentage correct required to attain each achievement category may change from year to year and may differ from subject to subject, the scale score cuts remain constant. As a result, for some test forms or subjects, students could receive relatively high percentages of correct answers and not meet the standard, while with other forms they could receive relatively moderate scores and could meet or even exceed the standard, depending on the difficulty of the test form and the achievement level cuts established in the standard setting process.

The number/percentage correct information provided on the Student-Level Summary Score Report has limited diagnostic value. For a particular administration, it does indicate performance relative to the more specified content areas; but the limited number of questions related to any particular standard or domain, in addition to the number of skills encompassed within the standard, prevents a highly reliable estimate of performance. However, if this information is combined with classroom-based information, a strong diagnostic picture can be created. For example, if a student correctly answers 5 of 10 items pertaining to *Numbers and Number Sense* on the state test, it would suggest some relative weakness. However, because each test form is but a sampling of content from the standards, it is important to validate the state level performance information with classroom level information relative to *Numbers and Number Sense* (assignment grades, class quizzes, teacher observation, etc.) before major remedial efforts would be implemented for any student.

Figure 5 — Student-Level Summary Score Report Grade 3 (Front)



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Figure 5 — Student-Level Summary Score Report Grade 3 (Back)

READING	
Additional information about the Nevada content areas can be viewed at the Nevada Department of Education website, www.doe.nv.gov . The Nevada Criterion-Referenced Examination in Reading contains passage selections with a variety of questions ranging in difficulty which test how well a student can perform reading activities based on:	
READING CONTENT STRANDS Word Analysis Skill and Strategies (C1) <ul style="list-style-type: none">• Use of knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context.• Identify and use the meanings of high frequency Greek-and Latin-derived roots and affixes to determine the meaning of words.• Find word origins and determine meanings of unknown words using dictionaries and glossaries.• Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.	Read to Comprehend, Interpret, and Evaluate Informational Text (C3) <ul style="list-style-type: none">• Select and use a variety of skills and strategies during reading such as identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, drawing conclusion to aid in comprehension.• Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.• Draw conclusions from and make inferences about text supported by textual evidence and experience.• Identify authors' ideas and purposes in texts, including advertisements and public documents.
Read to Comprehend, Interpret, and Evaluate Literature (C2) <ul style="list-style-type: none">• Select and use a variety of skills and strategies during reading such as identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, drawing conclusion to aid in comprehension.• Distinguish the main incidents of a plot that lead to the climax, and explain how the problem or conflict is resolved.• Make inferences supported by the text about character traits and motivations, and make predictions about conflicts and resolutions.• Compare stated and implied themes in variety of works.• Locate and interpret figurative language, including simile, metaphor, and personification in text.	READING ABILITIES Forming an Initial Understanding (A1) <ul style="list-style-type: none">• Assesses the initial understanding of what is read ("reading the lines"). Developing an Interpretation (A2) <ul style="list-style-type: none">• Assesses a more complete understanding of what is read ("reading between the lines"). Demonstrating a Critical Stance (A3) <ul style="list-style-type: none">• Assesses the evaluation and consideration of what is read ("reading beyond the lines").
The test results presented in this report should be used in combination with other information to get a complete picture of a student's <u>true</u> achievement level. Many factors can affect a student's performance on a test either positively (e.g. ability, luck, easy items) or negatively (e.g., test anxiety, lack of sleep, hard items). Because of this, a student's true achievement level may be greater than or less than his/her performance on a single test. These differences are sometimes referred to as measurement error and can affect the reliability of a test score. The standard error for the student's total performance on this test has been reported. Using the student's total score, the standard error identifies the range within which the student's <u>true</u> achievement level falls.	The student's total score and corresponding achievement level are based on the student's responses to a large number of test items. Subtest or stand performance is based on far fewer items. Because of this, measurement error is greater and as a result, subtest scores should be used as general guides for identifying the areas where the student performed well and the areas that need additional focus for improvement. Subtest performance has been reported to provide the student with useful information regarding strengths and weaknesses on a given testing occasion but this information should be interpreted cautiously and important instructional decisions should not be made based upon subtest scores alone.

NEVADA READING CRT



Review Materials

NEVADA READING CRT

Introduction

All students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society.

— National English/Language Arts Standards

<http://www.ncte.org/about/over/standards/110846.htm>

The goals of English/Language Arts education in Nevada emphasize the importance of students becoming proficient readers and writers. As students learn literacy skills, they must understand and practice effective reading strategies for a variety of purposes in a range of genres. Students must read often, interpreting and evaluating a broad range of classic and contemporary literature. They should also be active, critical consumers of media and technology information. Students should know how to evaluate and summarize information and communicate their conclusions clearly to others. They must be able to develop, organize, and conventionally present their ideas logically and effectively in written and oral formats.

The Nevada English Language Arts Standards provide a comprehensive conceptual framework within which explicit content is identified in a K-12 sequence of study. The criterion-referenced test in reading is designed to align the assessment system with instruction.

Nevada's Content and Performance Standards in English Language Arts are composed of 11 standards, four of which are tested in the reading portion of the criterion-referenced tests. Content Standards 1 through 4 deal with students' abilities to use word analysis, reading process, and comprehension skills. Each standard has performance indicators that target specific competencies within the standard. The following is a description of the standards and those performance indicators tested. Those tested at the state level are check marked.

Nevada Reading Criterion Referenced Tests

The Nevada Criterion Referenced Tests in reading are passage-based, that is, all items (questions) are connected to an extended piece of written text. Because reading passages form the basis for assessing reading comprehension, there are certain considerations that guide the selection of the texts, including genre, passage length, and readability.

In assessing reading, it is important to provide opportunities for students to respond to different types of reading materials for different purposes. Reading passages found in the CRT reading examination may be literary, informational, or functional text. Poems may be shorter than the minimum number of words designated, and pairing of two short passages may occur. The pairing of passages provides opportunities to assess analysis skills and also provides enough text from which to construct the desired number of items per passage.

Besides being familiar with a range of reading genres, the readability levels of the passages must be consistent with grade-level appropriateness as well as with the reading purpose. Readability levels are determined through many variables: format, typography, content, literacy form and style, vocabulary difficulty, sentence complexity, concept load or density, cohesiveness, etc. Readability formulas are run on each passage; however, teacher expertise is the final determinate of grade-level appropriateness.

Since previously published text is used for the passages on the test, some texts may not follow grammar or usage rules students are taught to use in their own writing. The passage must be printed exactly as it was published unless the copyright holder gives permission for changes to be made.

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The following is a description of each type of passage found in the reading portion of the criterion-referenced tests.

Literary Text – is writing that is read for enjoyment, entertainment or inspiration. The text may include short stories, literary essays, poems, historical fiction, fables, folk tales, plays, or excerpts from novels. If excerpts are selected, they must have a discernable beginning, middle, and end. The passages should reflect a variety of themes appropriate for and interesting to students at the designated grade level.

Informational Text – is writing that is read for a purpose and is similar to what students see in textbooks every day. It is read in order to solve problems, raise questions, provide information, or present new ideas. Informational passages may be drawn from magazines, newspaper articles, diaries, editorials, essays, biographies, and autobiographies. These selections should have readily identifiable key concepts and relevant supporting details. Informational passages should include a variety of grade-appropriate information sources, both primary and secondary.

Functional Text – is writing that is encountered in everyday life both inside and outside of the classroom. It includes consumer materials, how-to instructions, advertisements, and tables and graphic presentations of text.

The items that are used to evaluate understanding of these passages fall into four Content Clusters and three Ability Levels (Cognitive Domains) as described below.

Content Clusters

C1 – Word Analysis and Skills (Standard 1)

C2 – Comprehend, Interpret, and Evaluate Literature (Standard 3)*

C3 – Comprehend, Interpret, and Evaluate Informational Texts (Standard 4)*

* While not reported separately, some items in C2 and C3 assess students' ability to use reading process strategies in the Standard 2 performance indicators.

Ability Levels (Cognitive Domains)

Forming an Initial Understanding (A1)

- Questions at this level assess the student's knowledge of the initial understanding of what is read.

Developing an Interpretation (A2)

- Questions at this level assess the ability to extend initial understanding to develop a more complete understanding of what is read.

Determining a Critical Stance (A3)

- Questions at this level require students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness.

3rd GRADE READING

An overview of the Criterion Referenced Test program is provided at the beginning of this review guide. Information about the purpose, rationale & philosophy, accountability and alignment, development, and reporting can answer questions to the broader details of the program.

The materials that follow include the performance standards for grade 3, the matrix of the test configuration, and examples of test items and reading passages. A number of test items include explanations for the correct answer and distracters of each test item. It is important to note that the following examples are examples. They are not intended to establish limits of what will be on the test or limits to the ways the standards can be assessed.

Content Standards 1 through 4 deal with students' abilities to use word analysis, reading process, and comprehension skills. Each standard has performance indicators that target specific competencies for grade 3 within the standard. The following is a description of the standards and those performance indicators tested. Those tested at the state level are check marked.

Nevada English Language Arts Standards and Progress Indicators

Standard 1: Students know and use word analysis skills and strategies to comprehend new words encountered in text.

Grade 3 Progress Indicators

By the end of Grade 3, students know and are able to do everything required in the previous grades and:

- Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency.
- ✓ Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context.
- ✓ Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.
- ✓ Identify and use knowledge of diphthongs when reading; determine the meanings and other features of unknown words using dictionaries and glossaries.
- ✓ Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.

Standard 2: Students use reading process skills and strategies to build comprehension.

Grade 3 Progress Indicators

- Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.
- Use self-correcting strategies, such as self-questioning and rereading to gain meaning from text.
- Recall essential points in text while reading; make and revise predictions about upcoming information.
- ✓ Restate facts and details in text to share information and organize ideas.
- Adjust reading rate to suit difficulty of text.

3rd GRADE READING

Standard 3: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

Grade 3 Progress Indicators

- Compare plots, settings, and characters in a variety of works and by a variety of authors.
- ✓ Make inferences about setting and characters' traits; make predictions about plot; check text for verification.
- Compare plots, settings, characters, and perspectives in a variety of works by a variety of authors from different cultures and times.
- ✓ Identify and compare themes or messages in reading selections.
- Identify simile, metaphor, onomatopoeia, and hyperbole in text.
- Read and identify stories, plays, poetry, and nonfiction selections.

Standard 4: Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

Grade 3 Progress Indicators

- ✓ Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.
- ✓ Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.
- Ask questions and support answers by connecting prior knowledge with literal and inferential information in text.
- ✓ Draw conclusions about text and support them with textual evidence and experience.
- Read and follow three- and four-step directions to complete a simple task.

3rd GRADE READING

The matrix below explains the configuration of the third grade reading examination.

CRT Grade 3 Reading Examination Item Matrix					
Content Clusters/ Ability Levels (Cognitive Domains)	C1 Word Analysis and Skills (Standard 1)	C2 Comprehend Literature (Standards 2 & 3)*	C3 Comprehend Informational Text (Standards 2 & 4)*	Total Items	Percent
A1 Initial Understanding	10	3	5	18	45%
A2 Interpretation	3	5	7	15	38%
A3 Critical Stance	0	3	4	7	17%
Total Items	13	11	16	40	100%
Percent	32%	28%	40%	100%	

* Standard 2 (Reading process strategies) is assessed in Reporting Cluster 2 with Standard 3 (Comprehend...literature) and in Reporting Cluster C3 with Standard 4 (Comprehend...informational text), but no separate score is given for Standard 2.

3rd GRADE READING

Reporting Category:	C1 – Use Word Analysis Skills and Strategies
Ability Level:	A1 – Forming an Initial Understanding
Performance Indicator:	Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.
Passage:	<i>I Love My Dentist</i> (See page 29 in this guide to read the passage.)
Test Item:	<p>What does the underlined word mean?</p> <p>A gummy <u>toothless</u> society.</p> <p>A without teeth</p> <p>B crooked teeth</p> <p>C white teeth</p> <p>D many teeth</p>

Correct Response A: Students know what a “tooth” is. They must add the suffix meaning to determine what toothless means. The suffix *-less* means “without;” thus the word “toothless” means without teeth.

Response B: This response is incorrect. Some students may select this response because they do not know the meaning of the suffix *-less*. From the context of the sentence in the poem, they may believe that without regular visits to the dentist people would get crooked teeth.

Response C: This response is incorrect. Some students may choose this response because they do not know the meaning of the suffix *-less*. They may connect the topic of going to a dentist with having white teeth.

Response D: This response is incorrect. Some students may choose this response because they do not know the meaning of the suffix *-less*. They may think people who regularly visit the dentist will be able to keep many teeth.

3rd GRADE READING

Reporting Category: C1 – Use Word Analysis Skills and Strategies

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Use knowledge of phonics and structural elements to read and determine the meaning of unfamiliar words in context.

Passage: *Puppy Love Pet Tags* (See page 36 in this guide to read the passage.)

Test Item:

In this passage, the word veterinarian means a

A pet's owner.

B pet's home.

C pet's doctor.

D pet store.

Correct Response C: The advertisement states that a person might want to put the name of the pet's veterinarian on the back of the tag "if the pet takes medicine." Students who know how to use context clues to determine the meaning of unknown words will recognize this as a clue that a veterinarian is a pet's "doctor."

Response A: This response is incorrect. The advertisement mentions that the owner's name can be placed on the tag. Students who do not know how to use context clues to determine the meaning of unknown words may rely on what they remember from the text. They may erroneously assume that veterinarian means the pet's "owner."

Response B: This response is incorrect. The advertisement mentions that the owner's address can be placed on the pet's tag. Some students may erroneously believe this is a clue that veterinarian means the pet's "home."

Response D: This response is incorrect. The advertisement is about purchasing tags for pets. Some students may erroneously believe this is a clue that veterinarian means a pet "store."

3rd GRADE READING

Reporting Category: C2 – Read to Comprehend, Interpret, and Evaluate Literature

Ability Level: A1 – Forming an Initial Understanding

Performance Indicator: Restate facts and details in text to share information and organize ideas.

Passage: *Fish Fry and Apple Pie* (See page 31 in this guide to read the passage.)

Test Item:

When they first tried to fish, Henry's cousins caught

A a wooden sign.

B a wiggly fish.

C a fat frog.

D a dirty shoe.

Correct Response D: The story states that one of the things the cousins first caught was a muddy sneaker.

Response A: This response is incorrect. Henry and Becky hung a sign on a tree at the beginning of the story, but the cousins did not catch a sign when they first went fishing.

Response B: This response is incorrect. The cousins did not catch fish when they first started to fish.

Response C: This response is incorrect. There is no mention of a frog being caught by anyone.

3rd GRADE READING

Reporting Category:	C2 – Read to Comprehend, Interpret, and Evaluate Literature
Ability Level:	A2 – Developing an Interpretation
Performance Indicator:	Make inferences about setting and character traits; make predictions about plot; check text for verification.
Passage:	<i>Fish Fry and Apple Pie</i> (See page 31 in this guide to read the passage.)
Test Item:	<p>The park and riverbank setting was a good place for the Hopkins family to have their reunion because</p> <p>A none of the family had been there before.</p> <p>B none of the cousins had gone fishing before.</p> <p>C they all enjoyed the outdoor space and activities.</p> <p>D they could pick the apples for Grandma’s pie there.</p>

Correct Response C: In the story, the members of the Hopkins family enjoy outdoor activities. Students should infer that this is a reason why the park and riverbank is a good place for the reunion.

Response A: This response is incorrect. Some students may choose this response because they know this could be a good reason for choosing a place to do something and they may not go back to the text to verify the correctness of the answer in this situation. Henry says he hopes the cousins will let him play games this year. This indicates the family may have held reunions at the park before.

Response B: This response is incorrect. Some students may choose this response because this could be a good reason for choosing a place to do something. The passage states Cousin Billy said “I know a better spot.” This suggests he had fished at the park before.

Response D: This response is incorrect. Some students may choose this response because they know this could be a good reason for choosing a place to do something. It would also indicate they did not go back and read to discover that Grandma had brought an already baked pie to the reunion.

3rd GRADE READING

Reporting Category: C2 – Read to Comprehend, Interpret, and Evaluate Literature

Ability Level: A3 – Demonstrating a Critical Stance

Performance Indicator: Make inferences about setting and character traits; make predictions about plot; check text for verification.

Passage: *Fish Fry and Apple Pie* (See page 31 in this guide to read the passage.)

Test Item:

When he saw Henry fishing, Billy said, "I know a better spot," because he

- A thought he knew more about the river than others.
- B had asked Grandpa where the best spot was.
- C wanted to help Henry catch a fish.
- D thought he could do everything well.

Correct Response D: Billy was always used to winning. The student can infer that he thought he could do everything well.

Response A: This response is incorrect. The story suggests that Billy did not know much about the river at all.

Response B: This response is incorrect. There is no indication in the story that Billy had consulted anyone about the best spots to fish.

Response C: This response is incorrect. Based on the story, Billy did not want to help Henry in any way.

3rd GRADE READING

Reporting Category: C3 – Read to Comprehend, Interpret, and Evaluate Informational Text

Ability Level: A1 – Forming an Initial Understanding

Performance Indicator: State facts and details in text to share information and organize ideas.

Passage: *The Biggest Turtles* (See page 34 in this guide to read the passage.)

Test Item:

Sea turtles can sleep under water because they

A do not need much air when they stay still.

B breathe water when they are sleeping.

C come on land to lay their eggs.

D are the world's biggest turtles.

Correct Response A: The passage states that if sea turtles do not swim around much, they can stay under water for hours. Therefore students should know that this is the reason why they can sleep under water.

Response B: This response is incorrect. Some students may select this response because they assume that sleeping under water would require that the sea turtles be able to breathe water.

Response C: This response is incorrect. Some students may choose this response because the passage states that reptiles come on land to lay their eggs, and the students may mistakenly think that is why the sea turtles sleep under water.

Response D: This response is incorrect. Some students may select this response because they mentally connect the sea turtle's large size with the ability to sleep under water.

3rd GRADE READING

Reporting Category:	C3 – Read to Comprehend, Interpret, and Evaluate Informational Text
Ability Level:	A2 – Developing an Interpretation
Performance Indicator:	Draw conclusions about text and support them with textual evidence and experience.
Passage:	<i>Puppy Love Pet Tags</i> (See page 36 in this guide to read the passage.)
Test Item:	Which idea about “Puppy Love Pet Tags” is suggested by information in the ad? A They are easily lost. B They do not weigh very much. C They are sent with a pet collar. D They are sold by veterinarians.

Correct Response B: The ad says the tags are so light the pet will not even know it is wearing one, suggesting the tags must not weigh very much.

Response A: This response is incorrect. Some students may select this response because tags frequently do fall off pet collars.

Response C: This response is incorrect. Some students may choose this response because the advertisement mentions the tags are to be put on pet collars.

Response D: This response is incorrect. Some students may select this response because the advertisement says the tag can have the name of the pet’s doctor on it.

3rd GRADE READING

Reporting Category:	C3 – Read to Comprehend, Interpret, and Evaluate Informational Text
Ability Level:	A3 – Demonstrating a Critical Stance
Performance Indicator:	Draw conclusions about text and support them with textual evidence and experience.
Passage:	<i>Puppy Love Pet Tags</i> (See page 36 in this guide to read the passage.)
Test Item:	

The “happy ending” Jordan Bollerio wrote about in his letter happened because

- A Jordan’s family had fun on their vacation.
- B Jordan’s family got to meet a truck driver.
- C Caddy’s lost Puppy Love Pet Tag was found at a rest area.
- D Caddy was wearing a Puppy Love Pet Tag on his collar.

Correct Response D: The letter thanks the makers of Puppy Love Pet Tags, tells about his dog getting lost, and states that the “story” would not have a happy ending if it weren’t for Puppy Love Pet Tags. Students should conclude from this that Caddy was wearing a Puppy Love Pet Tag.

Response A: This response is incorrect. Some students may select this response because the letter mentions that the family was returning from a vacation when Caddy was lost.

Response B: This response is incorrect. Some students may choose this response because the letter says that the family went to meet the truck driver to get Caddy from him.

Response C: This response is incorrect. Some students may select this response because they think it was Caddy’s tag that was lost and found rather than Caddy.

1

Read this sentence.

Elan will present his book report to the class.

Which choice below means the same or almost the same as present?

- A** announce
- B** explain
- C** reward
- D** receive

2

Read this sentence.

Ana _____ a _____ hamburger.

Which pair of homophones (words that sound alike) **best** completes the sentence?

- A** ate, plane
- B** ate, plain
- C** eight, plain
- D** eight, plane

3

Read the sentence below.

The giant balloon will not fit in the car.

Which word has the same sound of “g” as the word giant?

- A** edge
- B** flag
- C** gift
- D** night



I Love My Dentist

by Grandpa Tucker



My friends and I appreciate
Our dentist, Doctor Maik M. Strait.
He stands there with his knowing stare
Each time we crawl into his chair.



He cleans our teeth with special goo.
Why, he even cleans the back sides, too.
Then he gives us special tips
On how to brush inside our lips.



Oh! Cavities! When he finds one,
He grabs the phone! Dials 911!
Crowds line the streets so they can see
A cavity emergency.



If there's one thing I must keep still
It's Dr. Strait's annoying drill.
To keep it quiet there is one way,
Just floss and brush teeth every day!



So we admire our Doctor Strait.
Yes, even when he makes us wait.
Without these dentists we might be,
A gummy toothless society.



"I Love My Dentist" © 1999 by Bob Tucker.

4 The poem suggests that Dr. Strait's drill is

- A big.
- B white.
- C noisy.
- D wet.

5 At the end of the poem, the poet wrote, "So we admire our Dr. Strait." People probably admire Dr. Strait because

- A he makes people wait to see him.
- B there is a drill in his office.
- C he takes care of people's teeth.
- D crowds come when he calls.

6 What is the main idea of this poem?

- A Dentists give us tips on brushing.
- B Dentists clean teeth with special goo.
- C Dentists dial 911 for emergencies.
- D Dentists help keep our teeth healthy.

7 Read this line from the poem.

My friends and I appreciate

Which word below has the same vowel sound as the underlined word?

- A still
- B gives
- C time
- D yet

8 Read these lines from the poem.

Oh! Cavities! When he finds one,

He grabs the phone! Dials 911!

Crowds line the streets so they can see

A cavity emergency.

These lines let the reader know that the poet is trying to be

- A serious.
- B funny.
- C kind.
- D shy.

Fish Fry and Apple Pie

by Mary Jane Hopkins



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WELCOME TO THE HOPKINS FAMILY REUNION! FOOD! FUN! GAMES!

Henry Hopkins and his big sister, Becky, hung their sign on a tree near the riverbank.

"I can't wait," Becky said. "I love to play with our cousins."

"I hope they let me play games with them this year," Henry said. "They always say I'm too little."

"I hope Aunt Bessie brings her double-triple-chocolate brownies," Becky licked her lips.

"I like Grandma's apple pie best," said Henry.

"Look!" Becky pointed across the park. "Here they come!"

Across the park trooped Grandma, Grandpa, aunts, uncles, and cousins.

"Let's play baseball," big cousin Billy said. "And I'll choose sides."

Henry was picked last. By the time it was his turn to bat, the game was over. Henry sighed, but he said nothing.

"Let's play tag. This time Henry can be It." Cousin Billy laughed. "Catch us if you can!"

READING SAMPLE TEST PASSAGE

Henry tried, but he didn't tag even one cousin. Henry bit his lip, but he said nothing.

"Let's race to the other side of the park!" shouted Cousin Billy.

Henry was tired, but he ran as fast as he could. He came in last. Henry felt like crying. But he didn't. He just went to the river to fish.

Grandpa and Uncle John watched him as they stood near the riverbank. "He's a smart one, that Henry," Grandpa said.

Henry dropped his fishing line into the water. He soon pulled a fat, floppy fish from the river.

The cousins ran over to look at the squiggly fish. "I know a better spot," Cousin Billy said. "Follow me."

The other cousins followed—except Becky. She looked at her little brother sitting alone by the riverbank. "I'll stay with you, Henry," she said.

Henry grinned. "I'll let you have some of my apple pie."

The cousins plopped down by Cousin Billy near the bend in the river. They giggled and laughed. They poked and shouted. "If Henry can catch one fish, we can catch two! If Henry can catch five fish, we can catch ten! We can catch twice as many fish as Henry," they shouted.

Henry said nothing. He just kept fishing. He caught one, two, three more fish. Soon he caught four, five, six more fish.

The cousins caught tree twigs, lily pads, and a muddy sneaker.

Finally, Cousin Billy clomped over and said, "Hmph! Henry, how did you catch all those fish?"

"I don't know," said Henry. "I know you don't have to be big or fast. You just have to keep fishing. And you have to be quiet."

Soon the cousins settled down beside Henry—even Cousin Billy. They were very still. They were very quiet. Fish began to bite.

"My goodness!" Henry's father said when he saw the big basket of fish. "We have enough fish for a fish fry!"

"Thanks to Henry!" the cousins shouted. Even Cousin Billy gave Henry a high-five.

So that evening the Hopkins family had double-triple-chocolate brownies, yummy apple pie, and all the fried fish they could eat.

*"Fish Fry and Apple Pie" by Mary Jane Hopkins.
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9 From the story, you can tell that Henry is

- A** younger than Becky.
- B** bigger than Billy.
- C** nicer than Becky.
- D** taller than Aunt Bessie.

10 Henry was sad because he

- A** did not get a chocolate brownie.
- B** got lost when he went for a walk.
- C** wanted to help hang the sign.
- D** felt less successful than his cousins.

11 Why did Becky stay with Henry at the riverbank?

- A** She promised to teach him how to fish.
- B** She did not want him to be lonely.
- C** She wanted some of his apple pie.
- D** She knew he was too little to stay by himself.

12 At the reunion, Billy found out that

- A** he could catch more fish than Henry.
- B** he couldn't be quiet enough to catch fish.
- C** he could learn something from Henry.
- D** he was smarter than everyone else there.

13 When all the cousins were playing games, Henry showed that it is important to

- A** win every game you play.
- B** always do your best.
- C** cry if others aren't nice to you.
- D** treat others as they treat you.

The Biggest Turtles

by Frank Staub

The world's biggest turtles don't walk on land. They swim in the sea. They are the sea turtles. Like most turtles, sea turtles hardly ever hurry. They usually swim slowly, flapping their great front flippers like birds in flight. But if they have to, sea turtles can swim fast. And they can swim very, very far.

Sea turtles spend most of their time under water. They can stay under water for about five or ten minutes. Then they have to come up for air. But if they don't swim around much, sea turtles can stay under water for hours. Divers sometimes find sea turtles sleeping under rocky ledges and sunken ships.



Image © by Tom Brakefield/CORBIS

Sea turtles are reptiles. Snakes, lizards, and alligators are reptiles too. Reptiles have lungs to breathe air. Many reptiles eat, sleep, or travel in the water. But they still must come on land to lay their eggs.

*"Sea Turtles" by Frank Staub.
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14 In what way are sea turtles' flippers and birds' wings alike?

- A** They have feathers on them.
- B** They help the animals move.
- C** They help the animals stay under water.
- D** They are used for flying in the air.

15 The author wrote this passage to

- A** give information about sea turtles.
- B** tell a fun story about sea turtles.
- C** explain how to find sea turtles.
- D** show that sea turtles are good pets.

16 In this passage, which word or group of words below means about the same as usually?

- A** hardly ever
- B** sometimes
- C** never
- D** almost always

17 What must many reptiles do on land that they cannot do in the sea?

- A** sleep
- B** lay eggs
- C** travel
- D** eat

18 Which sentence is an opinion?

- A** Sea turtles are the world's biggest turtles.
- B** Sea turtles spend time under water.
- C** Sea turtles are fun to watch.
- D** Sea turtles are reptiles.

19 How long can sea turtles stay under water if they don't swim around much?

- A** hours
- B** days
- C** weeks
- D** months

PUPPY LOVE PET TAGS

Pet tags give anyone who finds your lost pet a way to find you.

Square Style



Heart Style



Diamond Style



Circle Style



Available in four popular colors: red, blue, purple and gold.

PUPPY LOVE PET TAGS are great for cats, dogs, and other pets that wear collars. These tags are so light your pet will not even know it is wearing it. Each tag can have five lines of information on the front—your pet's name, your name, your street address, the city and state you live in, and your telephone number. Up to five more lines of information can be put on the back of the tag for 25 cents a line. If your pet takes medicine, you could put the name of your veterinarian on the back. If your pet has more than one collar, you might want to order extra pet tags.

Don't forget — Tell your friends and neighbors about Puppy Love Pet Tags.

Dear Puppy Love,

Thank you for making **Puppy Love Pet Tags**. On our way home from vacation, our collie, Caddy, got lost at a rest area. We searched and searched but couldn't find him anywhere. When we got home, there was a message on our answering machine. A truck driver had found Caddy. We met him the next afternoon and got our dog back. If it weren't for **Puppy Love Pet Tags**, this story would not have had a happy ending.

Sincerely,
Jordan Bollerio

Use this easy form to order your pet tags. Send to: PUPPY LOVE PET TAGS, P.O. Box 121, Reno, NV 89501. If more than one tag is ordered, write the information on plain paper and include it with this form.

Words For Each Line (On the Front)					Words For Each Line (On the Back)	
1					1	
2					2	
3					3	
4					4	
5					5	
Your Name					No. of Tags ordered	
Your Street					Tag Cost (\$2.50)	
Your City, State, and Zip					Additional lines (___ x \$.25)	
SHAPE	<input type="radio"/> Square	<input type="radio"/> Heart	<input type="radio"/> Diamond	<input type="radio"/> Circle	Shipping (\$1.00)	
COLOR	<input type="radio"/> Red	<input type="radio"/> Blue	<input type="radio"/> Purple	<input type="radio"/> Gold	Total Amount	

Item Number	Reporting Category	Ability Level	Answer Key	Item Number	Reporting Category	Ability Level	Answer Key
1	C1	A1	B	13	C2	A3	B
2	C1	A1	B	14	C3	A1	B
3	C1	A1	A	15	C3	A2	A
4	C2	A2	C	16	C3	A1	D
5	C2	A2	C	17	C3	A1	B
6	C2	A2	D	18	C3	A2	C
7	C1	A1	D	19	C3	A1	A
8	C2	A3	B	20	C3	A2	D
9	C2	A2	A	21	C1	A2	C
10	C2	A2	D	22	C3	A1	D
11	C2	A1	B	23	C3	A2	A
12	C2	A3	C	24	C3	A1	A

5th GRADE READING

An overview of the Criterion Referenced Test program is provided at the beginning of this review guide. Information about the purpose, rationale & philosophy, accountability and alignment, test development, and reporting can answer questions to the broader details of the program.

The materials that follow include the performance standards for grade 5, the matrix of the test configuration, and examples of test items and reading passages. A number of test items include explanations for the correct answer and distracters of each test item. It is important to note that the following examples are examples. They are not intended to establish limits of what will be on the test or limits to the ways the standards can be assessed.

Content Standards 1 through 4 deal with students' abilities to use word analysis, reading process, and comprehension skills. Each standard has performance indicators that target specific competencies for grade 5 within the standard. The following is a description of the standards and those performance indicators tested. Those tested at the state level are check marked.

Nevada English Language Arts Standards and Progress Indicators

Standard 1: Students know and use word analysis skills and strategies to comprehend new words encountered in text.

Grade 5 Progress Indicators

By the end of Grade 5, students know and are able to do everything required in the previous grades and:

- ✓ Use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context.
- ✓ Identify and use the meanings of high-frequency Greek- and Latin-derived roots and affixes to determine the meanings of words.
- ✓ Find word origins and determine meanings of unknown words using dictionaries and glossaries.
- ✓ Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.

5th GRADE READING

Standard 2: Students use reading process skills and strategies to build comprehension.

Grade 5 Progress Indicators

- Select and apply pre-reading strategies that enhance comprehension, such as making a plan for reading, accessing prior knowledge, choosing a graphic organizer, and selecting reading rate.
- Apply self-correcting strategies to gain meaning from text.
- ✓ Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid comprehension.
- Clarify understanding of text by note taking, outlining, completing a graphic organizer, summarizing, and writing a report.
- Adjust reading rate to suit reading purpose and difficulty of text.

Standard 3: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

Grade 5 Progress Indicators

- ✓ Distinguish main incidents of a plot that lead to the climax, and explain how the problem or conflict is resolved.
- ✓ Make inferences supported by the text about characters' traits and motivations and make predictions about conflicts and resolutions.
- Identify historical events as portrayed in literature.
- ✓ Compare stated and implied themes in a variety of works.
- ✓ Locate and interpret figurative language, including simile, metaphor, and personification in text.
- Describe how authors' writing styles influence reader response.
- Describe differences in purpose and structure among stories, plays, poetry, and nonfiction selections.

Standard 4: Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

Grade 5 Progress Indicators

- ✓ Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.
- Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.
- Read to evaluate new information and hypotheses by comparing them to known information and ideas.
- ✓ Draw conclusions and make inferences about text supported by textual evidence and experience.
- ✓ Identify authors' ideas and purposes in texts, including advertisements and public documents.
- Read and follow multi-step directions in order to perform procedures and complete tasks.

Constructed-Response Items

The constructed-response items present students with a question or questions that require students to respond in written form. Students receive a score of 0-3 points on their answer, with 0 being the lowest and 3 being the highest. A score of 2 or 3 is deemed proficient. For each constructed-response item, an item specific rubric is designed based on the general rubric. (See below for example.)

Score Point	Expectation
3	<p>The response completely answers all parts of the question and displays thorough understanding of the skill(s) being tested. The response provides an answer that:</p> <ul style="list-style-type: none"> • shows an accurate understanding of the text. • gives sufficient relevant details from the passage to support the answer.
2	<p>The response partially, but adequately, answers the question and displays satisfactory understanding of the skill(s) being tested. The response provides an answer that:</p> <ul style="list-style-type: none"> • shows a basic understanding of the text. • gives some relevant details from the passage to support the answer; however, it may give some details from the passage that do not support the answer.
1	<p>The response demonstrates a limited understanding of the skill(s) being tested. The response provides an answer that:</p> <ul style="list-style-type: none"> • indicates a lack of understanding of the text or of the intent of the question. • provides few, if any, relevant details from the passage to support the answer; however, it may give some unrelated details or inaccuracies about the passage.
0	<p>The response demonstrates a lack of understanding of the skill(s) being tested. The response provides an answer that:</p> <ul style="list-style-type: none"> • is unrelated to the question or repeats the question without adding anything to show understanding of the question or the passage. • is incorrect based on information in the passage.

5th GRADE READING

The checklist below is a guide that teachers and students can use to assist them in writing responses to the constructed-response items.

5 TH GRADE CONSTRUCTED-RESPONSE CHECKLIST		
Read and think about the following questions to help you do a good job when you are doing your writing.		
Did I think about each question I read?	<hr/>	<hr/>
	Yes	No
Did I use the words in bold print in the question to help me write my answer?	<hr/>	<hr/>
	Yes	No
Did I go back to the reading to help complete my answer?	<hr/>	<hr/>
	Yes	No
Did I use details to complete my answer?	<hr/>	<hr/>
	Yes	No
Did I complete all parts of the question?	<hr/>	<hr/>
	Yes	No
Did I write my answer so it is clear to other people?	<hr/>	<hr/>
	Yes	No

5th GRADE READING

The matrix below explains the configuration of the fifth grade reading examination.

CRT Grade 5 Reading Examination Item Matrix					
Content Clusters/ Ability Levels (Cognitive Domains)	C1 Word Analysis and Skills (Standard 1)	C2 Comprehend Literature (Standards 2 & 3)*	C3 Comprehend Informational Text (Standards 2 & 4)*	Total Items	Percent
A1 Initial Understanding	4	5	7	16	38%
A2 Interpretation	5	6	8	19	45%
A3 Critical Stance	0	3	4	7	17%
Total Items	9	14	19	42	100%
Percent	22%	33%	45%	100%	

* Standard 2 (Reading process strategies) is assessed in Reporting Cluster 2 with Standard 3 (Comprehend...literature) and in Reporting Cluster C3 with Standard 4 (Comprehend...informational text), but no separate score is given for Standard 2.

5th GRADE READING

Reporting Category:	C1 – Word Analysis Skills and Strategies
Ability Level:	A1 – Forming an Initial Understanding
Performance Indicator:	Identify and use the meanings of high frequency Greek- and Latin-derived roots and affixes to determine the meaning of words.
Passage:	This item is not attached to a passage.

Test Item:

Read the sentence.

Sara used precut wood to build a birdhouse.

The prefix pre- helps the reader know that precut means the wood was cut

A into many pieces.

B from one large piece.

C before it was used.

D after it was used.

Correct Response C: The prefix pre- means “before” so the wood was cut before it was used.

Response A: This response is incorrect. Some students may incorrectly assume “into many pieces” is correct because they know it takes many pieces of wood to build a birdhouse.

Response B: This response is incorrect. Some students may incorrectly assume that “from one large piece” is correct because they know one piece of wood could be cut to build the birdhouse.

Response D: This response is incorrect. Some students may incorrectly assume from the verb “used” that the cutting happened “after” the birdhouse had already been built.

5th GRADE READING

Reporting Category: C1 – Word Analysis Skills and Strategies

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.

Passage: *River Dance* (See page 54 in this guide to read the passage.)

Test Item:

In the fourth paragraph, what does the word gangly mean?

- A droopy-tailed
- B loud-sounding
- C long-legged
- D strange-acting

Correct Answer C: The sentences following the word “gangly” discuss how very tall the cranes are, and the text states: “Wow! That’s the height of an average second-grader. The cranes step through the stubble on long, spindly legs.”

Response A: This response is incorrect. Some students may select this response because the same paragraph states “their tufty tails droop.”

Response B: This response is incorrect. Some students may choose this response because the passage tells how loud and noisy the cranes are.

Response D: This response is incorrect. Some students may choose this response because the passage suggests that the birds are strange-looking and the “very special dance” may be considered strange.

5th GRADE READING

Reporting Category: C2 – Read to Comprehend, Interpret, and Evaluate Literature

Ability Level: A1 – Forming an Initial Understanding

Performance Indicator: Select and use a variety of skills and strategies during reading such as identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, drawing conclusion to aid in comprehension.

Passage: *River Dance* (See page 54 in this guide to read the passage.)

Test Item:

The sandhill cranes are dancing in order to

- A gain strength for the rest of their long flight.
- B celebrate their arrival in the Platte River valley.
- C protect their nesting grounds from predators.
- D pair up for practice before the mating season begins.

Correct Answer D: The passage says the cranes are dancing to pair up and the more serious mating dances will take place later on at the northern nesting grounds.

Response A: This response is incorrect. Some students may select this response because the passage states that the cranes stop in the Platte River valley to rest, regain energy, and refuel.

Response B: This response is incorrect. Some students may choose this response because the passage says that the cranes have already flown nonstop about six hundred miles which suggests that finally arriving at this destination would be a cause for celebration.

Response C: This response is incorrect. Some students may choose this response because the passage tells how the cranes roost in special places for safety from predators and that some of the cranes seem to act as “guard birds” at night.

5th GRADE READING

Reporting Category: C2 – Read to Comprehend, Evaluate, and Interpret Literature

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Locate and interpret figurative language, including simile, metaphor, and personification in text.

Passage: *River Dance* (See page 54 in this guide to read the passage.)

Test Item: In paragraph 2, the author writes: “The High Plains of Eastern Colorado are still locked in winter.” This means that

- A it is colder in the High Plains than it has been in past years.
- B the High Plains have snowy roads that are dangerous to drive on.
- C it will be icy in the High Plains until spring break comes.
- D the High Plains are continuing to experience cold weather.

Correct Answer D: The figurative language “...still locked in winter,” means that the cold winter weather that has been going on for some time is still continuing in the region.

Response A: This response is incorrect. Some students may select this response because the passage describes the weather as extremely cold with swirls of snow, a 15-degree temperature outside, and blowing wind, followed by the comment, “Brrr!”

Response B: This response is incorrect. Some students may choose this response because the passage mentions the swirling snow and the fact that the family is driving; they may also assume that “locked in winter” means driving would be dangerous.

Response C: This response is incorrect. Some students may select this response because the passage mentions both spring break and the terribly icy, cold weather.

5th GRADE READING

Reporting Category: C2 – Read to Comprehend, Evaluate, and Interpret Literature

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Select and use a variety of skills and strategies during reading such as identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid in comprehension.

Passage: *River Dance* (See page 54 in this guide to read the passage.)

Test Item:

Write your answer to Question 1 on page 2 in your Answer Booklet.

In the passage, the sandhill cranes stop in the Platte River valley of Nebraska while migrating from Texas to the north.

Using information from the passage, explain why cranes might not stop in the Platte River valley in the future.

See rubric on next page for scoring example.

5th GRADE READING

Score Point	Expectation
3	Response completely and accurately explains why cranes might not stop in the Platte River valley in the future. The response includes relevant supporting details from the passage.
2	Response explains why cranes might not stop in the Platte River valley in the future. The response includes some relevant details from the passage, but it may contain a few inaccuracies.
1	Response attempts to explain why cranes might not stop in the Platte River valley in the future. The response may contain numerous inaccuracies or misunderstandings about the passage. Few, if any, relevant details from the passage are provided.
0	Response is totally inaccurate and/or irrelevant.

Sample Response for Each Score Point:

- 3** In the future, the sandhill cranes may not stop in the Platte River valley because the valley will not be as suitable for them as it is now. The passage says that the sandhill cranes stop there now because there are still some bare sandbars and islands in the middle of the mile-wide river where the cranes can safely roost. It also says that the cranes need flooded meadows where they can find grubs and worms to eat. It also says that people are beginning to divert water from the river to water the crops on their farms. They have also built dams upstream from the valley. If they continue to divert more and more water and to build more dams, there will no longer be floods. The tall trees will grow on the sandbars and islands, and cranes will not want to be there.
- 2** Sandhill cranes may not stop in the Platte River valley in the future because the valley may be different. Cranes stop there now because they can find food to eat and a place to rest. They eat grubs and worms. They like to rest in tall trees. If the cranes can't find enough food to eat, they will not want to stop there anymore. There may not be any tall trees so they won't have a place to rest if they stop there.
- 1** Sandhill cranes may not stop in the Platte River valley in the future because it won't be a good place for them to stop anymore. It may be too flooded for them to find a place to roost or to find food to eat. Their nests might wash away in the floods. They will look for some other place to stop that has what they need.
- 0** The Platte River valley is not north. The sandhill cranes do a funny dance that I would really like to see.

5th GRADE READING

Reporting Category: C2 – Read to Comprehend, Interpret, and Evaluate Literature

Ability Level: A3 – Demonstrating a Critical Stance

Performance Indicator: Make inferences supported by the text about character traits and motivations, and make predictions about conflicts and resolutions.

Passage: *WHAT GOOD'S A THUMB?* (See page 57 in this guide to read the passage.)

Test Item:

The speaker in this poem can **best** be described as

A practical.

B worried.

C doubtful.

D generous.

Correct Answer A: The speaker lists “practical” uses for the thumb that help us do everyday tasks and offers “practical” advice on what to do when the thumb is sore; therefore, the speaker can be described as a “practical” person.

Response B: This response is incorrect. Some students may choose this response because the speaker talks about having a sore thumb and asking for help which will lead some students to assume that the speaker is “worried.”

Response C: This response is incorrect. Some students may select this response because the speaker asks questions at the beginning of the poem. They may assume this means that the speaker is “doubtful” about something.

Response D: This response is incorrect. Some students may choose this response because the speaker mentions many uses of a thumb and suggests asking for help when a thumb is sore. The number of things the speaker mentions the thumb does may lead some students to assume that the speaker is “generous.” Other students may wrongly associate the help as being performed by the speaker, making the speaker a “generous” person.

5th GRADE READING

Reporting Category: C3 – Read to Comprehend, Interpret, and Evaluate Informational Text

Ability Level: A1 – Forming an Initial Understanding

Performance Indicator: Select and use a variety of skills and strategies during reading such as identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, drawing conclusion to aid in comprehension.

Passage: *Leaf and Seed Bugs* (See page 59 in this guide to read the passage.)

Test Item:

According to the directions, the scissors are used to poke holes in the body to attach the bug's

A wings.

B head.

C legs.

D eyes.

Correct Answer C: In Step 4 of the directions, the reader is told to use the scissors to poke holes in the body parts to attach the legs.

Response A: This response is incorrect. Some students may choose this response because they remember that the directions mention attaching wings to the body, but they may not go back to the passage to check whether or not the wings are attached by poking holes in the body.

Response B: This response is incorrect. Some students may select this response because they remember that the directions mention attaching a head to the body, but they may not go back to the passage to check whether or not the head is attached by poking holes in the body.

Response D: This response is incorrect. Some students may select this response because they remember that the directions mention attaching eyes to the bug, but they may not remember that the eyes are attached to the head and they will not go back to the passage to check.

5th GRADE READING

Reporting Category: C3 – Read to Comprehend, Interpret, and Evaluate Informational Text

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Draw conclusions from and make inferences about text supported by textual evidence and experience.

Passage: *When Money Grew on Trees* (See page 61 in this guide to read the passage.)

Test Item: Based on information in the passage, which of the following did the Spaniards do in Mexico?

- A They conquered the Aztecs and became harsh rulers.
- B They drank cacahuatl with red dye in it.
- C They helped the poor Aztecs become wealthy.
- D They suffered a great deal.

Correct Answer A: The passage states that the invading Spaniards forced the native people to grow more and more cacao beans for the royal warehouses, even though the land and the people suffered greatly. Therefore it can be concluded that the Spaniards conquered the Aztecs and were harsh rulers.

Response B: This response is incorrect. Some students may choose this response because the passage mentions that the Aztecs sometimes put red dye in the cacahuatl when they made it to drink. These students will be confused about what the Aztecs did versus what the Spaniards did.

Response C: This response is incorrect. Some students may select this response because they will have difficulty separating the ideas in the passage about the Aztec versus the Spaniards. The passage mentions that the Spaniards were "...dreaming of riches..."

Response D: This response is incorrect. Some students may choose this response because they will be confused about who the conquerors were and who the conquered (native people) were. The passage mentions that the native people suffered greatly.

5th GRADE READING

Reporting Category: C3 – Read to Comprehend, Interpret, and Evaluate Informational Text

Ability Level: A3 – Demonstrating a Critical Stance

Performance Indicator: Select and use a variety of skills and strategies during reading such as identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, or drawing conclusions to comprehend text.

Passage: *When Money Grew on Trees* (See page 61 in this guide to read the passage.)

Test Item:

Which sentence from the passage is an **opinion**?

- A Europeans first saw cacao beans in 1502, when Christopher Columbus and his son Ferdinand stumbled across them.
- B They happily paid large sums of money for very small crates of cacao beans.
- C Spanish chocolate was made with cacao beans, chili peppers, vanilla, and water.
- D By 500 B.C., people in Mexico and Central America were growing these cacao trees in special orchards.

Correct Answer B: The response expresses an opinion because it is the author’s belief that the Europeans “happily” paid for the beans. Others might say they paid because they had to but they were not happy about it.

Responses A, C, D: These responses are incorrect. The statements are facts because they can be proven.

1

Read this sentence.

The butcher has to sharp his knife often.

Which suffix should be added to the word sharp to make the sentence correct?

- A -er
- B -en
- C -est
- D -ful

3

Read the sentence below.

My little brother is timid.

Which word is a synonym for timid?

- A bold
- B funny
- C mean
- D shy

2

Read the sentence below.

I know _____ going to see _____ friends over _____.

Which set of homophones completes the sentence correctly?

- A there, they're, their
- B their, there, they're
- C they're, their, there
- D there, their, they're

River Dance

by Ann Cooper

Birds that migrate over the central United States stop to rest on rivers and pothole lakes throughout the prairie region. Because many rivers have been dammed and many lakes have been drained for agriculture, those that remain have become a critical habitat for these feathered travelers.



The High Plains of Eastern Colorado are still locked in winter. It is mid-March, spring break, but it doesn't feel like spring. Swirls of snow from last week's storm fringe fence lines and gulches. Weeds and grasses along the highway are tawny yellow and dead. Away to the north, all we can see of the South Platte River is a snaking line of leafless cottonwoods. Outside, the temperature is about fifteen degrees and the wind is blowing. Brrrr! Some people we know are heading west to the mountains to ski over spring break. Others are heading to warm places. We are zooming east on the interstate on our way to Kearney, Nebraska, to watch a very special dance.

The dancers are birds, sandhill cranes, thousands and thousands of them. In early spring they begin to migrate north to their nesting grounds. By the time they've flown nonstop about six hundred miles from west Texas or New Mexico, they're ready for a rest. Every year they stop along the Platte River valley. They choose places from Overton, west of Kearney, all the way to Grand Island. Here they spend a few weeks regaining energy and mingling with other cranes. At night they roost on sandbars in the river for safety. By day they eat. They need to refuel for the rest of their long journey. Sometimes they dance.

We arrive in the Kearney area in late afternoon. We leave the interstate to grab a quick snack at the gas station. Then we drive the back roads. Soon, among the cornstalks in a wintry-looking field, we see about fifty cranes. They are very large, gangly birds! Our field guide says greater sandhill cranes can be fifty inches tall. Wow! That's the height of an average second-grader. The cranes step through the stubble on long, spindly legs. Their feathers are grayish, some tinged with russet, and their tufty tails droop. They remind me of ostriches. Above their long beaks are bright red crown patches. The patches seem to glow in the late-afternoon slanted light. Through our binoculars, we can see that the patches are not feathery: they are bare skin!

We watch from the car. We don't want to disturb the cranes. This is their place. They act fidgety and they're quite noisy. Some are eating, gleaning leftover grain. Others are hustling and crowding each other.

One leaps into the air, flapping its wings, its spindly legs dangling. Then it lands again. Now two are leaping and flapping together. The excitement seems to be catching. Soon, more cranes are leaping and landing, flapping and squawking. It's quite a dance! Actually, it's only practice. The males and females are pairing up. They are jittery with spring fever. The really serious mating dances get going later, on the nesting grounds in the north. But this dance we are watching is wild and crazy enough.

As dusk falls, the cranes leave the field to join other flocks overhead. They mill around. It looks as if they are trying to decide something. After a while they all fly off toward the river. And then it's dark. Next morning, way before dawn, we bundle up to go and see the cranes at their nighttime roost. The chill cuts through all our layers of clothing. I have to scrunch my fingers inside my mittens and stick my hands deep in my pockets. My breath feels prickly and freezes in my nose. We hike to the river and out across it along an old railroad bridge. We can't use a light and we can't talk. We mustn't disturb the roosting birds. They roost on the smooth sandbars out in the river, but we can't see anything yet. It's pitch black. Every so often a spooky warbling sound echoes from the river. Before we can see the slightest hint of light in the eastern sky, the cranes begin to stir. We stir, too. We jump up and down on the spot, trying to warm our toes without making a noise. It is so cold that our breath huffs out like dragon breath. In the half-light we can see that the cranes are fussing now, fluffing up their feathers, preening, and drinking, their long beaks ladling up water, pointing skyward as the drink trickles down their skinny throats.

The noise and restlessness increase. Groups of cranes leap up from the sandbars and circle. Their weird gargling *garrooooooo* sounds are unearthly and spine-chilling. We shiver with nice fright as well as cold. More cranes join the ones flying until the sky seems full of huge wings and straggly, "undercarriage" legs. Then, as if they shared one brain, they flap away toward the flooded meadows.

A crane expert tells us there is a famous saying about the Platte River, that it is "mile wide and an inch deep, too thick to drink and too thin to plow." It does look brownish and thick-muddy. And it is quite wide where we walk. That's why the cranes like it here. The sandy islands are good roosts, safe from predators—especially since some of the cranes seem to act as "guard birds" all night. The expert says that long ago the river was wider than it is now. It used to flood often, washing away tree seedlings whose roots were trying to get a hold on the sandbars in the river channels. Now, people divert water from the river for farming. There are dams upstream. Without floods to wash away seedlings, tall willows and cottonwoods cover some islands. These places are no longer good crane habitat. The expert tells us cranes need shallow channels, bare sandbars and islands, and flooded meadows, where they can pick and peck to find worms and grubs. Most of all, the cranes need there to be enough water flowing to keep the Platte River a mile wide. A single, deep channel without sandbars is of no use to them.

It's light now, and all the cranes have left the sandbar roost. We drive the back roads some more, wanting to see the cranes dance again. By noon, it is even colder. An icy fog closes in and the snow begins to fall. We head home toward Denver, not wanting to be caught in a blizzard. Driving into the swirl of snow, we think about the cranes. We wonder how they'll do on their long, tough journey north through the still-wintery land ahead. We're glad they take their spring break in the Platte River valley, in areas set aside for them. Most of all, we're glad we got to see their most amazing river dance.

Previously appeared in *Stories from Where We Live: The Great North American Prairie*, ed. Sara Antoine
Milkweed Editions: Minneapolis, 2001.

4 In paragraph 2, the author writes, “Away to the north, all we can see of the South Platte River is a snaking line of leafless cottonwoods.” The author uses these words to show that the line of trees

- A has snakes crawling all through the branches of the trees.
- B looks like a snake’s body winding back and forth as it crawls.
- C is long and thin like a snake’s body when it is stretched out.
- D appears to be the color of a snake since the trees have no leaves.

5 In which book would this passage most likely be found?

- A *Legends and Tales of the Central United States*
- B *How to Attract Migrating Birds to Your Yard*
- C *Facts about Rare and Endangered Birds*
- D *Unusual Vacation Experiences for Bird Lovers*

6 In paragraph 6 the author writes, “It is so cold that our breath huffs out like dragon breath.” This means that

- A their breath was noisy and could be heard a long way.
- B their warm breath felt like fire when they breathed.
- C they had to take quick, deep breaths of cold air.
- D they could see their breath in the cold air.

7 In the passage, the word stubble means

- A large sandhill crane nests.
- B short, dry corn stalks.
- C growing weeds and grasses.
- D soft, white snow drifts.

8 This passage is mainly about

- A the favorite foods of sandhill cranes.
- B a family observing sandhill cranes in Nebraska.
- C the nesting ground of sandhill cranes.
- D some sandhill cranes flying from Texas to Nebraska.

Write your answer to Question 9 on page 3 in your Answer Booklet.

9 The passage “River Dance” tells about a special dance that sandhill cranes do.

Using details from the passage, **describe** in your own words the dance that the cranes do and **explain** why they do it.

WHAT GOOD'S A THUMB?

By Patricia Millman

- 1 What good's a *thumb*? I know. Do you?
It does great things—here are a few.
It lets you pull your socks on straight
Or cut a steak that's on your plate.
- 2 Pick up a pen, it helps you write;
And turn your door key late at night;
Use a marble as a "shooter";
Or move the mouse at your computer.
- 3 You need a *thumb* to grab a chip
And scoop up some delicious dip.
To make a braid or comb your hair,
You need your *thumb* that's why it's there.
- 4 All these uses and many more,
I've learned because my *thumb* is sore.
So if sometime your thumb hurts, too,
Take my advice, here's what to do:
- 5 Ask Mom to help you with your sweater,
And with your buttons—you'll have to let her.
If you should sneeze and say "AH-CHOO!"
Let Daddy blow your nose for you.
- 6 Use both your hands to hold your cup,
Till you can give the old "thumbs up"!
And in that special way you'll say,
"Hooray, my *thumb* is A-OK!"



"WHAT GOOD'S A THUMB?" by Patricia Millman.
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Ohio. Photo © Craig Hammell/CORBIS.

10

Why does the author of the poem capitalize the letters in the word “AH-CHOO”?

- A to show that it is a funny word
- B to stress the loud sound a sneeze makes
- C to show how good it feels to sneeze
- D to show that the person may have a bad cold

11

The author suggests that a person with a sore thumb should

- A use only one hand.
- B just ignore the pain.
- C get help from someone.
- D do nothing at all.

12

Based on the poem, why would a person give the “thumbs up” sign?

- A to send a glad message
- B to make a sore thumb feel better
- C to warn others about an upcoming sneeze
- D to signal that help is needed

13

This poem is mainly about

- A why cutting a steak is dangerous to your thumb.
- B how to get people to do things for you.
- C what to do if you need advice.
- D how necessary a thumb is to you.

14

In stanza 5 of the poem, the author writes, “...you’ll have to let her.” The author means that you will have to let your mom

- A help you find your sweater.
- B sew on a button.
- C hold a tissue to your nose.
- D help you finish dressing.

Leaf and Seed Bugs

by Beatrice Tanaka

Now you can create your very own nutty bugs, leafy flies, and seedy spiders — incredible new species of insects as yet undiscovered. Try to invent a stranger-looking insect than any found on earth.

What You'll Need:

- a variety of differently shaped small leaves (press them in books between blotting paper)
- seeds of all sizes (Indian corn, pumpkin, sunflower, apple, etc.)
- small fir, spruce, larch, or cypress cones
- green or ripe chestnuts and their prickly shells
- other kinds of nuts and nutshells
- dry pods, flowers, straw, grasses, twigs, moss, or lichens
- quick-drying craft glue
- straight pins
- pointed scissors
- small paintbrush
- India ink or acrylic paint (brown or black)
- flat work surface of wood, cardboard, or cork



Image © Linnea Design/CORBIS

What to Do:

1. Start by observing some real bugs or insects. You can usually see a head with big eyes and long antennae, a body with several pairs of legs, and, quite often, wings. Dried leaves, petals, or thin seed pods make the best wings. Legs can be made from forked twigs, twigs cut to fit, or carefully bent straw or grasses. Flower or seed pods, pieces of wood, budding twigs, cones, and nutshells that are not too dry make fine head and body parts. (If they're too dry, you may have problems attaching them.) Grasses and lichens can be used for antennae, and half-peas, lentils, and other small seeds are nice for eyes.
2. Put all the different cones, pods, leaves, etc. that you have chosen for your insect on the work surface and arrange them into a bug you really like. Then carefully take it apart.
3. Glue the main parts of the insect first. When they are dry, glue on the small details. The parts will hold together better while drying if you keep them in place with pins stuck into the work surface.
4. Carefully poke small holes in the body parts with the point of your scissors for the twig or straw legs. Attach them with a drop of glue. Next, using their own stems, glue the leaves onto the body as wings. If you want to have the insect opening its wings, you can paint its body black.
5. Next, glue the head to the body. Decorate the head with seeds for eyes and thin grasses for antennae. Add moss for a furry body or put lentils on leaf-wings for an unusual bug.

Once you're satisfied with your newly invented bug, you can display it in a prominent place or give it away as a special gift.

"Leaf and Seed Bugs" by Beatrice Tanaka.
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© 2001 by Carus Publishing Company.

15 This passage is mainly about

- A observing.
- B finding.
- C creating.
- D painting.

16 According to the passage, which of these should you do *first*?

- A Glue the main parts of the bug together.
- B Choose materials and arrange them to look like a bug.
- C Poke holes in the body parts for the straw legs.
- D Glue leaves onto the body to look like wings.

17 What is another good name for this passage?

- A “Bugs of the World”
- B “A Walk in the Woods”
- C “Leaf and Seed Collections”
- D “Odd Insect Originals”

18 This passage can be described as

- A the rules for a contest.
- B a shopping list.
- C an advertisement.
- D a set of instructions.

19 In the first sentence of the passage, the word incredible means

- A amazing.
- B ancient.
- C familiar.
- D common.

When Money Grew on Trees

by Amy Butler Greenfield

Several thousand years ago, forest dwellers in Central America discovered an amazing tree in the rain forest. Small white flowers sprang from its branches and its trunk. The flowers ripened into bright red-and-yellow fruit. This fruit contained seeds, or beans, that humans could eat. The small brown beans were bitter, but they had a flavor that the forest dwellers liked.

*Note: Say
Cacao:
Kay-Kay-O.*

By 500 B.C., people in Mexico and Central America were growing these cacao trees in special orchards. Over time **cacao** beans became very

valuable—so valuable that the great Aztec rulers collected them as **tribute**. By the

*Note: **Tribute** is payment given in money or costly gifts given to rulers for peace, protection, or security.*

late 1400s, people were treating the beans like coins; they used them to buy food and clothing. In the early 1500s, for instance,

three cacao beans would buy you a rabbit.

Nowadays most governments produce money in the form of bills and coins. The Aztec rulers, however, did not mint coins, perhaps in part because cacao beans were already so handy. Cacao beans grew naturally, and they were easy to carry. They were also simple to measure.

Cacao beans had other good points, too. They were cheap enough to be used for small purchases and usually lasted for several years, even with rough treatment. More importantly, and unlike coins, cacao beans could be eaten.

*Note:
Yum! Say
Cacahuatl:
Cah-Cah-
Wah-Tul!*

People with cacao beans to spare drank **cacahuatl**, a mixture of ground-up cacao beans, cold water, corn, and chili peppers. Some people liked to add vanilla and tropical flowers to the mixture. Often they

died the drink red. But no matter what color it was, cacahuatl was very spicy—and very bitter! It didn't taste like the chocolate that we know today.

Europeans first saw cacao beans in 1502, when Christopher Columbus and his son Ferdinand stumbled across them. Neither of them understood how valuable the beans were. In 1519, however, when **Cortés** invaded Mexico, he discovered warehouses filled with cacao beans in the royal stronghold. Soon the Spaniards realized that cacao beans were like money in the Americas—money that grew on trees!

*Note:
Hernando Cortés
(1485-1547)
was a
Spanish
explorer who
conquered
Mexico.*

Dreaming of riches, the Spaniards forced the native people to grow more and more cacao beans. Cacao beans poured into the conquerors' storehouses, even as the native people—and their land—suffered greatly.

To the Spaniards, cacao beans were money, not food. They refused to drink cacahuatl. They thought it looked like dirty water. When it was dyed, some Spaniards said it looked like blood. In time, however, the Spaniards created their own version of the drink. They called it chocolate. Like the Aztec cacahuatl, Spanish chocolate was made with cacao beans, chili peppers, vanilla, and water. But unlike cacahuatl, chocolate did not have corn. Instead, it had sugar.

By the 1580s, the new, sweet beverage was very popular. People in the Spanish colonies sent cacao beans to friends back in Spain so they could make chocolate, too. Their friends enjoyed the exotic beverage, but they made a few changes to it. Although some people in Spain continued to make chocolate with cold water,

others preferred the drink hot. Many Spaniards added extra sugar to the recipe. Others added cinnamon and cloves.

Word of the drink spread to the rest of Europe. Over the next few decades, Europeans added almonds, egg yolks, lemon peel, nutmeg, and even melon seeds to their chocolate. They also added an ingredient that is very familiar to us today: milk.

By 1700, many wealthy Europeans craved the expensive new drink. They happily paid large sums of money for very small crates of cacao beans. To these people, cacao beans were food, not money. They never tried to use the beans as

coins, and eventually the people in Spanish America stopped using them as currency, too. Yet, in a way, we can still say that money grows on cacao trees. Just ask the chocolate companies. Each year they sell over five billion dollars worth of chocolate in the United States alone. Now that's real money!

"When Money Grew On Trees" by Amy Butler Greenfield. Reprinted by permission of CRICKET magazine, August 2001, Vol. 28, No. 12,
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5th Grade READING

SAMPLE TEST QUESTIONS

20 Before the Spaniards came, the Aztecs gave their rulers many cacao beans to purchase

- A cacahuatl to drink.
- B coins to carry.
- C cacao trees for their orchards.
- D protection for their families.

21 The author included the parts in the margins labeled "Note:" to help the reader

- A know the meaning of difficult words and read the passage more slowly.
- B pronounce words correctly and understand the passage better.
- C see how the words are spelled and want to read the passage again.
- D find words that are unusual and skip some parts of the passage.

22 Wealthy Europeans craved the expensive drink "chocolate" because they

- A had never seen it before.
- B were able to use it as money.
- C enjoyed the taste of it.
- D liked the color of it.

23 Based on the passage, which of these is not an ingredient that the Europeans added to chocolate?

- A nutmeg
- B milk
- C almonds
- D mint

24 The passage says that money still grows on cacao trees today because

- A** candy companies sell a lot of chocolate.
- B** cacao trees can grow everywhere.
- C** the leaves of the cacao tree sparkle like coins.
- D** cacao beans can be used to buy chocolate.

25 Which other word in the next-to-last paragraph means the same as the word currency?

- A** beans
- B** food
- C** coins
- D** drink

Write your answer to Question 26 on page 4 in your Answer Booklet.

26 Using at least four details from the passage, explain how the use of cacao beans has changed over time.

Item Number	Reporting Category	Ability Level	Answer Key	Item Number	Reporting Category	Ability Level	Answer Key
1	C1	A1	B	14	C2	A2	D
2	C1	A1	C	15	C3	A2	C
3	C1	A1	D	16	C3	A1	B
4	C2	A2	B	17	C3	A1	D
5	C2	A3	D	18	C3	A2	D
6	C2	A2	D	19	C1	A2	A
7	C1	A2	B	20	C3	A3	D
8	C2	A2	B	21	C3	A3	B
9	C2	A2	CR*	22	C3	A2	C
10	C2	A2	B	23	C3	A1	D
11	C2	A1	C	24	C3	A2	A
12	C2	A2	A	25	C1	A1	C
13	C2	A2	D	26	C3	A2	CR*

* Indicates a constructed-response item. See the following pages for rubrics and sample responses.

Rubric for Question 9 (River Dance):

Score Point	Expectation
3	Response completely and accurately describes the special dance the sandhill cranes do and thoroughly explains why they do this dance. The response includes sufficient and relevant details from the article.
2	Response describes the special dance the sandhill cranes do, and explains why they do the dance. The response includes some relevant details from the passage, but it may contain a few inaccuracies.
1	Response minimally describes the special dance the sandhill cranes do and/or gives some explanation of why they do the dance. The response is sparse and may contain numerous inaccuracies or misunderstandings about the passage. Few relevant details from the passage are provided.
0	Response is totally inaccurate and/or irrelevant, or there is no response.

Sample Response for Each Score Point:

- 3** When the sandhill cranes are getting ready to do their special dance, some of them begin hustling around and crowding each other. Then just one or two cranes leap into the air and flap their wings. Soon many more cranes are jumping and flapping and landing again and making strange squawking sounds.
- The cranes are nervous from spring fever and they do this dance to begin pairing up for mating. They are beginning to choose their mates and will finish dancing and pairing off when they complete their migration to the north.
- 2** The sandhill cranes dance by jumping into the air and flapping their wings. They also squawk while they are doing it. They do it many times.
- The cranes do this dance to pair up with each other and so they can fly north. Then they will dance again.
- 1** The dance the cranes do makes them look crazy. They jump up and down and try to fly.
- 0** The cranes dance because they are hurt. The dance shows how hurt they are.

Rubric for Question 26 (When Money Grew on Trees):

Score Point	Expectation
3	Response thoroughly and accurately describes how the use of cacao beans has changed over time and is supported by sufficient and relevant information and details from the passage.
2	Response partially describes how the use of cacao beans has changed over time and is supported by some details from the passage. Response may contain some inaccuracies or misunderstandings from the passage.
1	Response is a minimal description of how the use of cacao beans has changed over time. Response may contain numerous inaccuracies or misunderstanding about the passage. Few details from the passage are provided.
0	Response is totally inaccurate and/or irrelevant, or there is no response.

Sample Response for Each Score Point:

- 3** Many years ago, people who lived in Central America ate cacao beans. At that time the beans were only used as food. The beans became more and more valuable, and the Aztec people in Mexico started using the beans for money. They also ate the beans and began to make a drink called cacahuatl out of them, so the beans were being used for both food and money.

Many years later, when Cortés invaded Mexico, he saw that the beans were being used for money. He made the people grow many cacao trees and give him the beans so he could be rich. The Aztecs still drank cacahuatl, but the Spaniards didn't. Later, the Spaniards added sugar and other things to it and made chocolate, so the beans were still being used for both food and money. When the Spaniards in Mexico sent some of the beans to Spain, the Europeans added more things to the chocolate to make it taste better. The beans were only used as food in Europe, but they were still used as both food and money in America. Finally the Spanish Americans stopped using the beans for money also. Then the beans were used only as a food, and not as money, everywhere in the world.

- 2** A long time ago people lived in forests in Central America and ate the cacao beans they found on trees. Then the beans started being used for money because they were worth more, and the Aztec rulers collected as many as they could. They started to buy stuff with the beans, so the beans became money to most people. Some people made a drink called cacahuatl. It didn't taste very good, but the people who drank it wanted the beans to be used mostly for food.

When Cortés came to Mexico, he conquered it. Since the beans were used for money, he wanted everybody to grow beans and give them to him. He wanted to be rich and to use them as money because he didn't like the taste of cacahuatl. Then the Spaniards put other things in the cacahuatl to make chocolate and used it as food too. When they sent some beans to Europe, those people really liked the chocolate. They never used the cacao beans as money. Then the Aztecs finally stopped using the beans as money and only used them as food.

- 1** The people who found the first cacao beans ate them. Other people used the beans to buy rabbits. When the people made cacahuatl out of the beans it tasted bad, but they had to drink it anyway. So it was their food.
- When Cortés came, he collected houses full of cacao beans so he was rich. Then he made chocolate and liked that. He sent some chocolate to his friends, and they liked it too. Nobody used it for money anymore because it tasted good.
- 0** Cacao beans tasted bad. My mom never has any and that is good. But chocolate is good, and my mom gives it to us. How could anybody think chocolate is money? That is silly.

8th GRADE READING

An overview of the Criterion Referenced Test program is provided at the beginning of this review guide. Information about the purpose, rationale & philosophy, accountability and alignment, development, and reporting can answer questions to the broader details of the program.

The materials that follow include the performance standards for grade 8, the matrix of the test configuration, and examples of test items and reading passages. A number of test items include explanations for the correct answer and distracters of each test item. It is important to note that the following examples are examples. They are not intended to establish limits of what will be on the test or limits to the ways the standards can be assessed.

Content Standards 1 through 4 deal with students' abilities to use word analysis, reading process, and comprehension skills. Each standard has performance indicators that target specific competencies for grade 8 within the standard. The following is a description of the standards and those performance indicators tested. Those tested at the state level are check marked.

Nevada English Language Arts Standards and Progress Indicators

Standard 1: Students know and use word analysis skills and strategies to comprehend new words encountered in text.

Grade 8 Progress Indicators

By the end of Grade 8, students know and are able to do everything required in the previous grades and:

- ✓ Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.
- ✓ Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.
- ✓ Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning.

8th GRADE READING

Standard 2: Students use reading process skills and strategies to build comprehension.

Grade 8 Progress Indicators

By the end of Grade 8, students know and are able to do everything required in the previous grades and:

- Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.
- Choose reading strategies and self-correct to enhance comprehension.
- ✓ Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.
- Use outlines, maps, and graphic organizers to aid comprehension.
- ✓ Adjust reading rate to match purpose, task, and text difficulty.

Standard 3: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

Grade 8 Progress Indicators

By the end of Grade 8, students know and are able to do everything required in the previous grades and:

- ✓ Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.
- ✓ Make inferences and predictions supported by the text regarding the motives of characters and consequences of action.
- Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work.
- ✓ Distinguish theme from topic, identify possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.
- ✓ Analyze ways authors use imagery, figurative language, and sound to elicit reader response.
- Compare stylistic elements among texts to determine effects of author choices.
- Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.

8th GRADE READING

Standard 4: Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

Grade 8 Progress Indicators

By the end of Grade 8, students know and are able to do everything required in the previous grades and:

- ✓ Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.
- ✓ Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.
- Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.
- ✓ Summarize authors' ideas and information in texts, including advertisements and public documents.
- Read and follow multi-step directions to complete a complex task.

8th GRADE READING

Constructed-Response Items

The constructed-response items present students with a question or questions that require students to respond in written form. Students receive a score of 0-3 points on their answer, with 0 being the lowest and 3 being the highest. A score of 2 or 3 is deemed proficient. For each constructed-response item, an item specific rubric is designed based on the general rubric. (See below for example.)

Score Point	Expectation
3	The response completely answers all parts of the question and displays thorough understanding of the skill(s) being tested. The response provides an answer that: <ul style="list-style-type: none">• shows an accurate understanding of the text.• gives sufficient relevant details from the passage to support the answer.
2	The response partially, but adequately, answers the question and displays satisfactory understanding of the skill(s) being tested. The response provides an answer that: <ul style="list-style-type: none">• shows a basic understanding of the text.• gives some relevant details from the passage to support the answer; however, it may give some details from the passage that do not support the answer.
1	The response demonstrates a limited understanding of the skill(s) being tested. The response provides an answer that: <ul style="list-style-type: none">• indicates a lack of understanding of the text or of the intent of the question.• provides few, if any, relevant details from the passage to support the answer; however, it may give some unrelated details or inaccuracies about the passage.
0	The response demonstrates a lack of understanding of the skill(s) being tested. The response provides an answer that: <ul style="list-style-type: none">• is unrelated to the question or repeats the question without adding anything to show understanding of the question or the passage.• is incorrect based on information in the passage.

8th GRADE READING

The rubric guide below is a tool that teachers and students can use to assist them in writing responses to the constructed-response items.

8TH GRADE CONSTRUCTED-RESPONSE ITEMS RUBRIC GUIDE

The constructed-response questions are worth up to 3 points. Your answers to the constructed-response questions will be compared to high-quality examples. Use the rubric below to guide your responses.

SCORE POINT	EXPECTATION
Full Credit	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses all parts of the question.• Your response includes enough related details to support your answer.
Partial Credit	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses only part of the question.• Your response includes some details to support your answer.• Your response may include details that do not support your answer.
Minimal Credit	<ul style="list-style-type: none">• Your response demonstrates a limited understanding of the reading.• Your response includes few details to support your answer.• Your response includes unrelated and inaccurate details.
No Credit	<ul style="list-style-type: none">• Your response is incorrect.

8th GRADE READING

The matrix below explains the configuration of the eighth grade reading examination.

CRT Grade 8 Reading Examination Item Matrix					
Content Clusters/ Ability Levels (Cognitive Domains)	C1 Word Analysis and Skills (Standard 1)	C2 Comprehend Literature (Standards 2 & 3)*	C3 Comprehend Informational Text (Standards 2 & 4)*	Total Items	Percent
A1 Initial Understanding	5	4	8	17	35%
A2 Interpretation	6	7	9	22	46%
A3 Critical Stance	0	4	5	9	19%
Total Items	11	15	22	48	100%
Percent	23%	31%	46%	100%	

* Standard 2 (Reading process strategies) is assessed in Reporting Cluster 2 with Standard 3 (Comprehend...literature) and in Reporting Cluster C3 with Standard 4 (Comprehend...informational text), but no separate score is given for Standard 2.

8th GRADE READING

Reporting Category:	C1 – Word Analysis Skills and Strategies
Ability Level:	A1 – Forming an Initial Understanding
Performance Indicator:	Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.
Passage:	This item is not attached to a passage.

Test Item:

Read the sentence.

Jeff heard an unfamiliar sound coming from the backyard.

The prefix *un-* helps the reader know the sound was

- A** faintly familiar.
- B** not familiar.
- C** increasingly familiar.
- D** very familiar.

Correct Response B: The prefix *un-* means “not” so the sound was not familiar.

Response A: This response is incorrect. Some students may incorrectly assume “faintly familiar” is correct because they know some backyard sounds such as a migrating bird call may be heard infrequently and may be only faintly familiar to the resident.

Response C: This response is incorrect. Some students may incorrectly assume that “increasingly familiar” is correct because sounds such as an electric saw from a neighbor remodeling would become more and more familiar through consecutive days or weeks.

Response D: This response is incorrect. Some students may incorrectly assume “very familiar” is correct because they know many backyard sounds such as birds singing or dogs barking would be very familiar to the residents.

8th GRADE READING

Reporting Category: C1 – Word Analysis Skills and Strategies

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Apply knowledge of word origins, root, structures, and context clues, as well as dictionaries and glossaries, to comprehend new words in text.

Passage: *Sounding the Alarm* (See page 95 in this guide to read the passage.)

Test Item:

In paragraph 7, what does the word eradicate mean?

- A destroy completely
- B scare away
- C capture for study
- D control the population

Correct Response A: The sentences before and after the word “eradicate” discuss how the chemical killed whatever it touched – flies, mosquitoes, songbirds, etc.

Response B: This response is incorrect. Some students may choose this response because the scientist sprayed the chemical to get rid of the insects, which could mean the insects were disturbed by the spray and migrated to another place.

Response C: This response is incorrect. Some students may choose this response because the selection discusses scientific studies of the effects of the chemical on living organisms in the environment.

Response D: This response is incorrect. Some students may choose this response because the selection refers to chemical spraying on the population of disease bearing insects that made people sick. However the text explicitly states that the intent was to wipe them out, not to control their numbers.

8th GRADE READING

Reporting Category: C2 – Read to comprehend, Interpret and Evaluate Literature

Ability Level: A1 – Forming an Initial Understanding

Performance Indicator: Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid in comprehension.

Passage: *The Bell of Atri* (See page 85 in this guide to read the passage.)

Test Item:

When the horse rang the bell, the judges went to the marketplace in order to

- A close the gates to the marketplace.
- B bring food for the horse.
- C replace the vine the horse had eaten.
- D hear the bell ringer's complaint.

Correct Response D: The responsibility of the judges in the story was to come to the marketplace when the bell rang and hear the complaints of those who had been wronged so they could mete out justice.

Response A: This response is incorrect. Some students may select this response because the story says the gates to the marketplace were wide open, and the horse went in.

Response B: This response is incorrect. Some students may select this response because the text states that everyone knew the horse was sick and hungry and students may think the judges knew who was ringing the bell and so they were bringing food for the horse.

Response C: This response is incorrect. Some students may choose this response because the horse was nibbling on the vine and thus it might need to be replaced.

8th GRADE READING

Reporting Category:	C2 – Read to Comprehend, Evaluate, and Interpret Literature
Ability Level:	A2 – Developing an Interpretation
Performance Indicator:	Analyze ways authors use imagery, figurative language, and sound to elicit reader response.
Passage:	<i>Migration of the Raptors</i> (See page 89 in this guide to read the poem.)

Test Item:	<p>In line 3, the author writes "... a painter's palette smeared across the land——." This means that</p> <p>A the speaker is painting a picture.</p> <p>B the landscape is picturesque.</p> <p>C the trees look as if they are painted.</p> <p>D the shore looks messy.</p>
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Correct Response B: The figurative language in the sentence means that the countryside is beautifully colorful like a picture.

Response A: This response is incorrect. Some students may choose this response because the figurative language refers to a painter's palette and they may assume the speaker in the poem may be painting a picture.

Response C: This response is incorrect. Some students may choose this response because the poem mentions the many colors of the trees and a painter's palette.

Response D: This response is incorrect. Some students may choose this response since the figurative language refers to the palette being smeared across the land and assume that the shoreline scene is messy.

8th GRADE READING

Reporting Category: C2 – Read to Comprehend, Evaluate, and Interpret Literature

Ability Level: A3 – Demonstrating a Critical Stance

Performance Indicator: Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.

Passage: *The Bell of Atri* (See page 85 in this guide to read the passage)

Test Item:

**Write your answer to Question # on Page # in your Answer Booklet.
Be sure to answer Parts A and B.**

The theme of the story is that justice comes from people living up to their obligations.

- A** Using details from the story, explain why the author uses the knight and his horse to illustrate the theme.
- B** Determine the author's success in illustrating the theme in the story.

Score Point	Expectation
3	Response thoroughly and accurately explains the author's purpose for using the knight and his horse to illustrate the theme of the story and describes the author's success in conveying the theme. The response includes relevant supporting details from the passage.
2	Response adequately explains the author's purpose for using the knight and his horse to illustrate the theme of the story and describes the author's success in conveying the theme. The response includes some relevant details from the passage, but it may contain some inaccuracies.
1	Response attempts to explain the author's purpose for using the knight and his horse to illustrate the theme of the story and may or may not describe the author's success in conveying the theme. The response may contain numerous inaccuracies or misunderstandings about the passage. Few, if any, relevant details from the passage are provided.
0	Response is totally inaccurate and/or irrelevant.

Sample Response for Each Score Point:

- 3** The author chose the knight and his horse to illustrate the theme of this story about justice coming from people living up to their obligations to one another because the old knight, even though his horse was his best friend and saved him from danger when they were younger, showed no responsibility to the horse when they got older. He was only interested in collecting more and more money and decided that he didn't want to spend his money to care for the horse anymore. The knight turned the horse loose on the hill where there wasn't much grass, and the horse got sick and skinny. Since the knight wronged the horse and didn't live up to his responsibilities to the horse, the horse deserved justice. I think that the knight was very successful in showing the theme of this story because since the knight did not live up to his responsibilities to the horse, he was judged and punished and the horse got justice.
- 2** The author used the knight and the horse to show the theme of this story about being responsible because the knight wasn't nice to the horse when it got old. He turned the horse out to eat grass instead of keeping him and feeding him. This made the horse feel bad because the knight was not being responsible to him. When the horse was looking for food, he found the marketplace and ate the green vine. So the bell rang and the judges came. They saw he was hungry and decided to give him justice by feeding him, and they punished the knight. That showed the knight that he should have been responsible. I think that the author was successful in telling about the theme of this story because the knight didn't show any responsibility to the horse and the horse had to tell on him and get justice.
- 1** The author used the knight and the horse to tell about the theme of the story because he was good friends with him. The knight learned that he should have taken care of the horse and the horse learned that there wasn't much grass to eat on the hill. The story showed justice for the knight and the horse. I think that the author was successful in writing this story because we read it in this test book, so it was printed.
- 0** The author liked the knight and the horse. He wrote a story about them.

8th GRADE READING

Reporting Category: C3 – Read to Comprehend, Interpret, and Evaluate Informational Text

Ability Level: A3 – Demonstrating a Critical Stance

Performance Indicator: Summarize authors’ ideas and information in texts, including advertisements and public documents.

Passage: *Sounding the Alarm* (See page 95 in this Guide to read the passage.)

Test Item:

The main impact of Carson’s book “Silent Spring” was it showed that

- A the use of pesticides is of most interest to scientists.
- B the debate over pesticide use will be easily settled.
- C changing one part of nature may effect other parts as well.
- D Reducing pesticide use will save our environment.

Correct Response C: The second paragraph indicates that this was the lasting impact of Carson’s work.

Response A: This response is incorrect. The article states that after the book was published there was a furious public debate on this issue.

Response B: This response is incorrect. The article indicates the argument over pesticide use continues to rage.

Response D: This response is incorrect. The article does not suggest that limiting the use of pesticides will save our environment.

8th GRADE READING

Reporting Category:	C2 – Read to Comprehend, Interpret, and Evaluate Literature
Ability Level:	A3 – Demonstrating a Critical Stance
Performance Indicator:	Make inferences and predictions supported by the text regarding the motives of characters and consequences of action.
Passage:	<i>Migration of the Raptors</i> (See page 89 in this Guide to read the poem.)

Test Item:

At the end of the poem, the speaker can **best** be described as

- A hopeful.
- B inspired.
- C disappointed.
- D weary.

Correct Answer B:	The speaker finally sees an eagle and that vision will “carry us through the coming days.”
Response A:	This response is incorrect. Students may choose this response because verse three states “in hopes of glimpsing the majesty of an eagle.”
Response C:	This response is incorrect. Students may select this response because at one point the speaker and his friend had seen nearly a hundred hawks, but they had not yet seen an eagle.
Response D:	This response is incorrect. Students may choose this response because the speaker and his friend spent an entire day waiting to see an eagle. The students could assume that this would be very tiring.

8th GRADE READING

Reporting Category: C3 – Read to Comprehend, Interpret and Evaluate Text

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Select and use a variety of skills and strategies during reading, such as identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, drawing conclusions, to aid in comprehension.

Passage: *Sounding the Alarm* (See page 95 in this Guide to read the selection.)

Test Item: According to the selection, which of these events **most** helped awaken the nation to some of the effects of chemicals on the environment?

- A the B-25 bombers spraying DDT in the jungles during World War II
- B a drug used on pregnant women that was found to cause birth defects
- C a chemical company threatening to sue because of Carson's claims
- D a woman finding dead birds in her yard after her area had been sprayed

Correct Response B: This finding came out as excerpts for *Silent Spring* were being released in the *New Yorker* and just before the book on the whole was released. Newspapers and magazines were running photos of deformed babies. The author puts it this way: "Suddenly in a single summer, chemical science had fallen from its pedestal."

Response A: This actually was cited as a reason to support chemical spraying, for the practice was credited with saving untold lives.

Response C: Irrelevant to awakening the public.

Response D: A true event, but too narrowly focused to have national impact.

8th GRADE READING

Reporting Category: C3 – Read to Comprehend, Interpret, and Evaluate Text

Ability Level: A1 – Forming an Initial Understanding

Performance Indicator: State facts and details in text to share information and organize ideas.

Passage: *Sounding the Alarm* (See page 95 in this Guide to read the selection.)

Test Item:

Based on information in the selection, Carson believed that pesticide use

- A should be eliminated.
- B should be reduced.
- C could be increased if there were safer pesticides.
- D would be greater if people had not questioned it.

Correct Response B: Carson’s own clarification is in paragraph 16: “She insisted she was not against all pesticides and had never called for banning them, only for restricting their use.”

Response A: The selection indicates that Carson did not ever suggest that pesticides be completely banned.

Response C: The selection mentions that pesticide use today is greater than what it was in Carson’s day. It also mentions that today’s pesticides are generally safer on the environment. But it says nothing to indicate that Carson would endorse increased use of pesticides.

Response D: The selection implies that in Carson’s day people had not questioned pesticide use. It was her work that was part of the process that got people to begin asking questions.

8th GRADE READING

Reporting Category: C2 – Use Reading Process Skills and Strategies to Build Comprehension

Ability Level: A2 – Developing an Interpretation

Performance Indicator: Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.

Passage: *Migration of the Raptors* (See page 89 in this Guide to read the poem.)

Test Item:

The speaker has come to Lake Superior in order to
A look at different trees.
B enjoy the cool air.
C learn to be a bird watcher.
D see an eagle soar.

Correct Answer D: The speaker states in lines 19 and 20, “It is here that a friend and I have come in hopes of glimpsing the majesty of an eagle.”

Response A: This response is incorrect. Students may choose this response because trees are the subject of the first stanza. The beauty of the trees is described, but that is not the motivation for the visit to Lake Superior.

Response B: This response is incorrect. Students may select this response because the month is September and the birds are migrating.

Response C: This response is incorrect. Students may choose this response because the second stanza and part of the third describe the birds the speaker sees flying above the lake.

The Bell of Atri

Retold by James Baldwin

Atri is the name of a little town in Italy. It is a very old town and is built halfway up the side of a steep hill.

A long time ago, the King of Atri bought a fine large bell and had it hung up in a tower in the marketplace. A long rope that reached almost to the ground was fastened to the bell. The smallest child could ring the bell by pulling upon this rope.

“It is the bell of justice,” said the King.

When at last everything was ready, the people of Atri had a great holiday. All the men and women and children came down to the marketplace to look at the bell of justice. It was a very pretty bell and was polished until it looked almost as bright and yellow as the sun.

“How we should like to hear it ring!” they said.

Then the King came down the street.

“Perhaps he will ring it,” said the people. And everybody stood very still and waited to see what he would do.

But he did not ring the bell. He did not even take the rope in his hands. When he came to the foot of the tower, he stopped, and raised his hand.

“My people,” he said, “do you see this beautiful bell? It is your bell. But it must never be rung except in case of need. If any one of you is wronged at any time, he may come and ring the bell. And then the judges shall come together at once, and hear his case, and give him justice. Rich and poor, old and young, all alike may come. But no one must touch the rope unless he knows that he has been wronged.”

Many years passed by after this. Many times did the bell in the marketplace ring out to call the judges together. Many wrongs were righted, many ill-doers were punished. At last the rope was almost worn out. The lower part of it was untwisted; some of the strands were broken; it became so short that only someone tall could reach it.

“This will never do,” said the judges one day. “What if a child should be wronged? It could not ring the bell to let us know it.”

They gave orders that a new rope should be put upon the bell at once—a rope that should hang down to the ground so that the smallest child could reach it. But there was not a rope to be found in all Atri. They would have to send across the mountains for one, and it would be many days before it could be brought. What if some great wrong should be done before it came? How could the judges know about it, if the injured one could not reach the old rope?

“Let me fix it for you,” said a man who stood by.

He ran into his garden, which was not far away, and soon came back with a long grapevine in his hands.

“This will do for a rope,” he said. And he climbed up and fastened it to the bell. The slender vine, with its leaves and tendrils¹ still upon it, trailed to the ground.

“Yes,” said the judges, “it is very good rope. Let it be as it is.”

Now, on the hillside above the village, there lived a man who had once been a brave knight. In his youth he had ridden through many lands, and he had fought in many a battle. His best friend through all that time had been his horse—a strong, noble steed that had borne him safe through many a danger.

But the knight, when he grew older, cared no more to ride into battle; he cared no more to do brave deeds; he thought of nothing but gold; he became a miser². At last he sold all that he had, except his horse, and went to live in a little hut on the hillside. Day after day he sat among his moneybags and planned how he might get more gold. And day after day his horse stood in his bare stall, hungry and shivering with cold.

“What is the use of keeping that lazy steed?” said the miser to himself one morning. “Every week it costs me more to keep him than he is worth. I might sell him, but there is not a man who wants him. I cannot even give him away. I will turn him out to shift for himself and pick grass by the roadside . . .”

So the brave old horse was turned out to find what he could among the rocks on the barren hillside. Lame and sick, he strolled along the dusty roads, glad to find a blade of grass or a thistle. . . . the dogs barked at him, and in all the world there was no one to pity him.

One hot afternoon, when no one was upon the street, the horse chanced to wander into the marketplace. Not a man nor child was there, for the heat of the sun had driven them all indoors. The gates were wide open; the poor beast could roam where he pleased. He saw the grapevine rope that hung from the bell of justice. The leaves and tendrils upon it were still fresh and green, for it had not been there long. What a fine dinner they would be for a hungry horse!

He stretched his thin neck and took one of the tempting morsels in his mouth. It was hard to break it from the vine. He pulled at it, and the great bell above him began to ring. All the people in Atri heard it. It seemed to say,

Someone	has done	me wrong!
Someone	has done	me wrong!
Oh! come	and judge	my case!
Oh! come	and judge	my case!
For I’ve	been wronged!	

¹ *tendrils* – long, curling parts of a stem

² *miser* – a stingy person

The judges heard it. They put on their robes and went out through the hot streets to the marketplace. They wondered who it could be who would ring the bell at such a time. When they passed through the gate, they saw the old horse nibbling at the vine.

“Ha!” cried one, “it is the miser’s steed. He has come to call for justice. For his master, as everybody knows, has treated him most shamefully.”

“He pleads his cause as well as any animal can,” said another.

“And he shall have justice!” said a third.

Meanwhile a crowd of men and women and children had come into the marketplace, eager to learn what cause the judges were about to try. When they saw the horse, all stood still in wonder. Then everyone was ready to tell how they had seen him wandering on the hills, unfed, uncared for, while his master sat at home counting his bags of gold.

“Go bring the miser before us,” said the judges.

And when he came, they bade him stand and hear their judgment.

“This horse has served you well for many a year,” they said. “He has saved you from many a peril. He has helped you gain your wealth. Therefore we order that one half of all your gold shall be set aside to buy him shelter and food, a green pasture where he may graze, and a warm stall to comfort him in old age.”

The miser hung his head and grieved to lose his gold. But the people shouted with joy, and the horse was led away to his new stall and a dinner such as he had not had in many a day.

In the public domain.

1

The King of Atri could **best** be described as

- A greedy.
- B impatient.
- C harsh.
- D caring.

2

When the judge says “He pleads his cause as well as any animal can,” the judge is referring to the horse

- A being there all alone.
- B standing in the hot sun.
- C pulling on the leafy vine.
- D wandering into the marketplace.

3

When the King tells the people of Atri the bell can only “...be rung in case of need,” he means if a person has

- A run out of money.
- B bought a new rope.
- C been found guilty.
- D been made to suffer.

4

In paragraph 32, the old knight is told that his horse “...has saved you from many a peril.” The word peril in this sentence means

- A danger.
- B journey.
- C adventure.
- D disappointment.

5

When someone rings the bell, it seems to say “...someone has done me wrong...” This is an example of

- A an analogy.
- B personification.
- C a metaphor.
- D a simile.

6

The **best** new title for this passage would be

- A “The Brave Knight.”
- B “A Tale of Justice.”
- C “The King of Italy.”
- D “A Busy Marketplace.”

Migration Of The Raptors

1 It is September;
2 Superior's northern shore is alive with color,
3 a painter's palette smeared across the land—
4 maples flaring up in full red regalia,
5 birches blazing in lemon-bright yellow,
6 spruces and pines deepening their hues of ever-green.
7 It is a season when all the world is changing
8 and things are on the move...

9 A time when the raptors—
10 hawks, eagles, falcons and kites—
11 appear in droves in the Minnesota sky.
12 Buoyed by streams of southward flowing air,
13 the large birds move on to warmer winter grounds.
14 Some drift down from as far as the arctic,
15 sailing all the way to Argentina.
16 It is a long, difficult trek.

17 Fearful of crossing Superior's expanse,
18 the birds funnel to a thin route along her shore.
19 It is here that a friend and I have come in hopes
20 of glimpsing the majesty of an eagle.
21 In the span of a single day,
22 we have seen nearly a hundred hawks soaring,
23 the agile flight of the falcon and kite,
24 but the grace of not one eagle.

25 The somber light of the late autumn afternoon
26 begins to fill the sky and reflect off the lake.
27 This mellowing of the day reminds us
28 that there is a season just up ahead
29 that will bring us indoors
30 to savor the sights and sounds
31 of the passing year...

32 Behind us, we suddenly hear her, and turn
33 to see, tip to tip, the beating of her magnificent wings—

34 enormous wings, that will carry us through the coming days.



7

The speaker uses words like “flaring” and “blazing” in the first stanza to show that

- A the trees are burning.
- B fall is nearing an end.
- C fall weather is very cold.
- D the tree colors are intense.

8

What is the mood in the fourth stanza?

- A respectful
- B doubtful
- C thoughtful
- D fearful

9

This poem is mainly about

- A the change from fall to winter.
- B autumn afternoons.
- C observing nature.
- D looking at different trees.

10

The poem suggests that

- A raptors can fly very high.
- B eagles are inspirational.
- C afternoons are depressing.
- D fall weather is very cold.

11

How much time does the speaker spend at Lake Superior?

- A all day
- B a week
- C several hours
- D a month

Write your answer to Question 12 on Page 15 in your Answer Booklet.

12

The poem “Migration of the Raptors” tells about a time when the speaker watched raptors in Minnesota skies.

Using details from the poem, explain in your own words why the experience is so special.

Preparing for hurricanes

Because of a number of climatic changes, including warm waters and high salinity in the Atlantic Ocean, weather experts predict a more active hurricane season this year. With this gloomy outlook, now is the time for you and your family to solidify your hurricane plan. Don't wait until the winds are howling to gather supplies and make your preparations. Make your preparations now.

- Protect your family
- Prepare your home
- Check your insurance
- Take care of business
- Secure your car and boat
- Gather food and supplies
- Last-minute tips
- During the storm
- Survive the aftermath

PROTECT YOUR FAMILY

Nail down a plan for your family

Decide now what you'll do when a storm approaches. Where will you go? What will you do if someone gets separated? Will you have to go to work?

Protect pets

Public shelters don't allow pets, so you'll need to find a place for them to stay.

Leave early

If you insist on leaving town, do it before the rush.

Find the safest place in your home

The strongest room is often a bathroom or a walk-in closet.

Talk to kids – but don't scare them

Calm their fears with a parent-to-kid talk.

Plan ahead for people with special needs

Seniors and the disabled need extra time for evacuation.

Finding shelter

If your house isn't safe or is located in an evacuation zone, then you should decide early where you'll go. Red Cross shelters are a last resort.

PREPARE YOUR HOME

Shut out the storm

In the rush to protect their property, many homeowners struggle to cover windows with plywood. Others find out the hard way that their storm shutters are faulty. Here's the lowdown on popular shutter systems that you can use to prepare for the next storm.

Prepare your home – Inspect your doors, roof and landscaping.

Is your house strong enough? – Building codes are now much stronger.

Prepare condos and apartments – Insurance is a must.

Trimming Trees – Dense canopies can catch the wind.

CHECK YOUR INSURANCE**Papers in order**

Keep important documents in a waterproof container.

Keeping track

You may want to videotape your belongings.

Get adequate insurance

If you have a policy with a good company, treasure it. Make sure you always pay your premiums on time. If you need a new homeowners' policy, make sure you do your research. Find out if you have "replacement cost" or "actual cash value" coverage. And don't forget to find out if you have flood insurance and windstorm coverage.

TAKE CARE OF BUSINESS**Prepare your business to survive the storm**

In addition to protecting the physical structure, you'll also want to make copies of important documents, set up back-up communication and inform clients of your plans.

SECURE YOUR CAR AND BOAT**Don't forget to safeguard your car**

Check your insurance policy to make sure you're covered for wind and water damage. And it's a good idea to keep supplies in the trunk.

Make plans early to harbor boat

There are two cardinal rules for protecting your boat. First, whatever you do, do it early. And second, do not attempt under any circumstances to ride out a storm.

GATHER FOOD AND SUPPLIES**Enough supplies for 2 weeks**

Buy bleach, rope, toilet paper, flashlights and other items to help you survive.

Big-ticket items

Generators, tents and portable toilets can pay off all year.

Create a top-notch first-aid kit

Don't forget to include Iodine.

Start collecting food and water

Keep canned food, powdered milk and peanut butter on hand throughout the season. Wait until a storm threatens to buy perishable food.

LAST-MINUTE TIPS**Indoor checklist**

Check supplies and plan to stay inside.

Outdoor checklist

Put up your shutters and clean your yard.

When watch is announced it's time to take action

A hurricane watch doesn't guarantee you will get hit by a hurricane, but it means the probability is getting uncomfortably high. You probably have 24 to 36 hours before the storm hits.

DURING THE STORM**Above all, remain calm**

When the hurricane actually makes landfall, there's not much to do except hunker down and wait. Don't venture outside until officials give the "all clear" signal through the media.

Getting accurate information

The government and media can keep you informed.

SURVIVE THE AFTERMATH**Helping the victims**

Don't send unwanted junk to the needy.

Tips for filing insurance claims

Call your agent immediately.

Beware of looters and price gouging

Chaos breeds crime.

Hurricane has passed, but it's still dangerous

More people die after a hurricane than during one. There may be no more wind or high water, but hazards abound. A wrong step can be fatal. You would like to think it's all over, but the real work has just begun. Take your time and be careful.

When in doubt, throw food out

The young and the elderly are at the greatest risk of food poisoning.

Disruption in service

Power may go out and garbage pickup will be delayed.

Make sure water is safe to drink

You can avoid most health problems by disinfecting any tap water you'll use for cooking or drinking.

Cleaning up after the storm

Many insurance policies will cover the cost of professional cleanup if you can't move a big mess by yourself. If you must do it yourself, here are some tips and ideas.

Reprinted with permission from the South Florida Sun-Sentinel.

13 How does the section to the right of the opening paragraph help the reader understand the selection?

- A** It states the main idea.
- B** It lists the main ways storms are predicted.
- C** It shows how the selection is organized.
- D** It asks questions the selection will later answer.

14 Based on information in the selection, one could conclude that the author believes that pets are

- A** part of the family.
- B** easily frightened.
- C** in greater danger than people.
- D** allowed to receive public aid.

15 Information about how to deal with downed electric wires would **most** likely be found under which heading?

- A** *Take care of business*
- B** *Last-minute tips*
- C** *During the storm*
- D** *Survive the aftermath*

16 Based on the selection, one could conclude that newer houses

- A** leak more water than older ones.
- B** withstand more wind than older ones.
- C** are often located in evacuation zones.
- D** require little insurance to repair.

17 The structure of this selection is intended to help the reader

- A** compare different tasks.
- B** find information quickly.
- C** understand logical arguments.
- D** know many topics thoroughly

18 According to the selection, what should be done after the hurricane has struck?

- A** notify business clients
- B** go to a Red Cross shelter
- C** call the utility company
- D** disinfect drinking water

Sounding the Alarm

by Bruce Watson

A month before World War II ended, a relatively unknown writer named Rachel Carson proposed an article for *Reader's Digest* about the effects of the pesticide DDT on what she called, "the delicate balance of nature." The shy woman assured the editors that "it's something that really does affect everybody." They turned her down. Perhaps they felt a story about pesticides would be too depressing. Or maybe it was that DDT, then widely used in the United States, had likely saved thousands of American Marines and soldiers by killing disease-carrying insects on far-off beachheads. Carson filed the subject away and went on to write best-selling books on the wonders of the sea. A dozen years later, she decided to take up the topic again. This time would be different.

While authors and publishers like to believe that a single book can change the world, few books actually have had such an impact. Yet the day it hit bookstores 40 years ago this month, Rachel Carson's *Silent Spring* fueled a vigorous public debate about the use of chemicals in our environment that has yet to be resolved. "Without this book," wrote former Vice President Al Gore in the introduction to a 1994 reprint of it, "the environmental movement might have been long delayed or never have developed at all." This complex, lyrical volume led not only to the banning of DDT but eventually to the formation of the U.S. Environmental Protection Agency. "After *Silent Spring*, people began to think about the chemicals they were handling, what they were doing to the environment, and what scientists weren't telling them," says Carson biographer Linda Lear (*Rachel Carson: Witness for Nature*, 1997). "They began to question the very direction of technology."

Carson had no intention of starting a movement. Working against time following a diagnosis of cancer, she sounded her wake-up call in the name of songbirds. "If I kept silent I could never again listen to a veery's song without overwhelming self-reproach," she wrote. But in the fall of 1962, many scientists and people in the chemical industry wished she had kept silent.

Growing up in western Pennsylvania, Rachel Louise Carson, known to friends as Ray, immersed herself in nature and books, especially the sea sagas of Melville and Conrad. At the Pennsylvania College for Women in the mid-1920s, she changed her major from English to biology, but retained a deep love of writing. Eventually she earned a master's degree in marine zoology from Johns Hopkins University and became a junior aquatic biologist for the U.S. Bureau of Fisheries in Washington, D.C. Her first book, *Under the Sea-Wind*, was published in 1941 and sold fewer than 2,000 copies. But it put her in contact with scientists who were beginning to ask hard questions about the fate of the earth.

In the late 1940s, while working as publications editor for the Fish and Wildlife Service, she began her second book, *The Sea Around Us*. The literary sensation of 1951—topping best-seller lists and winning a National Book Award—it outlined the latest science informing our understanding of the ocean. Carson almost instantly became the nation's unofficial spokesperson for the sea. "Heavens!" she wrote a friend after winning another accolade. "Is this all about me—it is really ridiculous!" Sea's success enabled her to become a full-time writer and buy a cottage on the coast of Maine, which would become a sanctuary for the rest of her life. While she would write another book about the sea, she continued to harbor nagging questions about the effect of pesticides on the land.

Dichlorodiphenyltrichloroethane (DDT) was first used as an insecticide in 1939. Just a few grains of the white powder would miraculously wipe out colonies of mosquito larvae. During World War II, B-25 bombers sprayed DDT prior to invasions in the Pacific. After the war, DDT would all but wipe out malaria in the developed world and drastically reduce it elsewhere. (The National Academy of Sciences reported in 1970 that DDT had saved more than 500 million lives from malaria.) Paul Müller, the chemist who first turned it on unsuspecting flies, won a Nobel Prize in 1948 for his work.

By the late 1950s, DDT production had nearly quintupled from World War II levels as municipal authorities took to spraying the chemical on American suburbs to eradicate tent caterpillars, gypsy moths and the beetles that carried Dutch elm disease.

But the chemical had a disturbing characteristic: it killed indiscriminately. After finding seven dead songbirds in her yard after the area had been sprayed against mosquitoes, a Massachusetts friend of Carson's wrote a letter to the *Boston Herald* in 1958 demanding that officials "stop the spraying of poisons from the air." Carson read the letter and realized that "everything which means most to me as a naturalist was being threatened." She decided to make DDT the subject of her next book, tentatively entitled *Man Against the Earth*.

But working on it in 1960, she was diagnosed with breast cancer and underwent a mastectomy. Subsequent radiation treatments left her nauseated and bedridden. The book she had expected to finish in a few months dragged on for four years. Finally, in June 1962, the first of a three-part excerpt from *Silent Spring* appeared in the *New Yorker* magazine.

Before the final installment hit newsstands, the Velsicol Corporation, which manufactured the pesticide chlordane (banned in 1988), threatened to sue the magazine for libel. "Everything in those articles has been checked and is true," replied the *New Yorker's* legal counsel. "Go ahead and sue." The company never did, but the attacks had only begun. One reader wrote that Carson's work "probably reflects her Communist sympathies."

Then, in July, news broke that a supposedly harmless drug given to thousands of pregnant women in Europe for morning sickness had been determined to cause widespread birth defects. Newspapers and magazines ran photographs of babies born without arms and legs or otherwise physically deformed. "It's all of a piece," said Carson. "Thalidomide and pesticides—they represent our willingness to rush ahead and use something new without knowing what the results are going to be."

Suddenly in a single summer, chemical science had fallen from its pedestal. By late August, reporters were asking President Kennedy if federal officials would be investigating the long-range effects of pesticides. "They already are," he answered. "I think particularly, of course, since Miss Carson's book, but they are examining the matter."

Silent Spring went on sale September 27 and raced to the top of the *New York Times* best-seller list where it stayed for most of the fall. By Christmas, the book, which begins with Carson's fable about an idyllic countryside that teemed with wildlife until "a strange blight crept over the area and everything began to change," had sold more than 100,000 copies. In subsequent chapters, the author followed the trail of pesticides from farm to family table, provided a "Who's Who" of toxic chemicals—DDT, chlordane, malathion, parathion—and noted that pesticides accumulate in fatty tissues of organisms.

Reaction to *Silent Spring* was quick, strong and largely negative, *Life* claimed that Carson had "overstated her case." *Time*, citing scientists' claims that insecticides were "harmless," dismissed it as an "emotional and inaccurate outburst." The chemical and food industries came after Carson aggressively. *Chemical and Engineering News*, a chemical industry trade magazine, linked Carson with "pseudo-scientists and faddists," denounced her "high-pitched sequences of anxieties" and belittled her credentials. The Nutrition Foundation mailed scathing reviews of the book to newspapers. The National Agricultural Chemicals Association launched a \$250,000 campaign to refute it, and the Monsanto Corporation published a parody of Carson's opening fable, describing a world without pesticides, overrun by insects and disease. In a cartoon in the November 10, 1962, issue of the *Saturday Review*, a man lamented, "I had just come to terms with fallout, and along comes Rachel Carson."

But there were voices of praise as well. Supreme Court Justice William O. Douglas called *Silent Spring* “the most important chronicle of this century for the human race.”

While undergoing debilitating radiation treatments, Carson answered her critics. No civilization, she said, “can wage relentless war on life without destroying itself, and without losing the right to be called civilized.” She insisted she was not against all pesticides and had never called for banning them, only for restricting their use. Public opinion wavered. Then television tipped the scales in her favor.

In April 1953, 15 million Americans watched *CBS Reports*, “The Silent Spring of Rachel Carson.” “We still talk in terms of conquest,” Carson said. “I think we’re challenged, as mankind has never been challenged before, to prove our maturity and our mastery, not of nature but of ourselves.” Her thoughtful and reserved presentation struck a chord with viewers; hundreds wrote concerned letters to Carson, CBS, the USDA, the Public Health Service and the FDA. A month later, President Kennedy’s Science Advisory Committee released its own report on pesticides, which backed Carson’s thesis, criticized the government and the chemical industry, and called for “orderly reductions of persistent pesticides.”

Today, despite the banning of DDT in 1972, pesticides are still widely used, and Carson, who died in 1964 at age 56 of heart disease and the cancer she battled so valiantly, still comes in for criticism. “Rachel Carson’s book was a brilliant piece of writing and a seminal work, but it’s clear now that she was more fearful of pesticides than was warranted,” says Dennis Avery, former senior agriculture expert with the State Department and author of *Saving the Planet With Pesticides and Plastic*. While admitting that some dangers exist to the farmers who handle concentrated amounts of pesticides, Avery maintains that the “Green Revolution” of fertilizers, pesticides and genetically improved seeds has tripled crop yields since 1950 and saved 12 million square miles of natural habitat that otherwise would have been cleared for farmland in order to maintain the nation’s food supply.

But veteran environmentalist Barry Commoner insists that pesticides remain a significant danger to the environment and human health. “Enough is known now that we could greatly reduce and eventually eliminate the harm caused by our use of pesticides and herbicides through organic farming and integrated pest management,” he says. “We are still exposed to pesticides in our diet, and not much is known about their medical consequences. Since *Silent Spring*, the only real improvement has been for the birds. Thanks to the elimination of DDT, the osprey are better off, but I don’t think we are.”

Silent Spring reported that chemical companies in the United States produced about 32,000 tons of pesticides in 1960. Today the EPA says that farmers, consumers and the government use about 615,000 tons of conventional pesticides each year. (Most pesticides used today, however, are less toxic and break down faster in nature than those used 40 years ago.) And, as Carson warned, insects continue to develop chemical resistance. According to the Worldwatch Institute, an environmental policy think tank, a higher percentage of crops in America are now lost to pests than before pesticides were first widely used. In an attempt to safeguard our food, Congress passed the Food Quality Protection Act in 1996, giving the EPA a decade to reevaluate the safety of 9,000 pesticides.

If debate over Carson’s thesis continues, few doubt her impact. “Rachel Carson’s legacy has less to do with pesticides than with awakening the environmental consciousness,” says biographer Lear. “She changed the way we look at nature. We now know we are a part of nature, and we can’t damage it without it coming back to bite us.”

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19 What agency did the government start in response to Carson's *Silent Spring*?

- A Environmental Protection Agency
- B Food and Drug Administration
- C Public Health Service
- D Food Quality Protection Act

20 Which **best** describes the main purpose of this article?

- A to persuade that DDT presents little danger
- B to inform about Carson's impact on environmental thinking
- C to predict that pesticides will one day be abolished altogether
- D to teach about Carson's struggles with her critics

21 According to the article, what area did Carson study in college?

- A environmental law
- B cancer research
- C pesticides
- D the ocean

22 Which **best** describes the relationship Carson gives between DDT and the environment?

- A cause and effect
- B compare and contrast
- C main idea and details

D problem and solution

23 According to the article, which is true of Carson's writing?

- A It was best known for its fiction.
- B Its audience was mostly scientists.
- C It was mostly autobiographical.
- D It met with little success in the beginning.

Write your answer to Question 24 on Page 15 in your Answer Booklet.

24 The article tells about Rachel Carson and her campaign against the use of pesticides.

Using examples from the article, describe the kind of person Rachel Carson was.

Item Number	Reporting Category	Ability Level	Answer Key
1	C2	A2	B
2	C2	A2	D
3	C2	A1	C
4	C1	A1	A
5	C2	A3	B
6	C2	A3	B
7	C1	A2	D
8	C2	A3	C
9	C2	A2	C
10	C2	A3	B
11	C2	A1	A
12	C2	A2	*
13	C3	A1	C
14	C3	A2	A
15	C3	A3	D
16	C3	A2	B
17	C3	A1	B
18	C3	A1	D
19	C3	A1	A
20	C3	A2	B
21	C3	A1	D
22	C3	A2	A
23	C3	A1	D
24	C3	A3	*

* Indicates a constructed-response item. See the following pages for the rubrics and sample responses.

Rubric for Question 12:

Score Point	Expectation
3	Response completely and accurately explains why this experience is significant. The response includes relevant supporting details from the passage.
2	Response explains why this experience is significant. The response includes some relevant details from the poem, but it may contain a few inaccuracies.
1	Response minimally explains why this experience is significant. The response may contain numerous inaccuracies or misunderstandings about the poem. Few, if any, relevant details from the poem are provided.
0	Response is totally inaccurate and/or irrelevant, or there is no response.

Sample Response for Each Score Point:

- 3** The beauty of the trees, the flock of birds overhead, and the sight of an eagle make this experience very special. The leaves of the trees have turned to red and yellow and even the evergreens have darker colored needles. Hawks, falcons, and kites float overhead, drifting southward. They form a thin line as they fly along the shoreline. At last, after a day of waiting, the speaker first hears and then sees an eagle. The sight of the bird will be something to remember always. The day will be something to think about and talk about when the weather is too cold to go outdoors and the landscape is no longer full of brilliant colors or birds.
- 2** The trees are different colors and lots of raptors fly across the sky. They are flying around the edge of the lake. The setting is beautiful and the birds are too. The person in the poem is waiting for an eagle. Finally he sees one and is happy. He likes remembering the eagle when he cannot go outside any more.
- 1** The experience is special to the speaker. He likes the birds flying. He sees a lot of hawks. Finally he sees an eagle.
- 0** The person lives by the lake. He is feeding the birds in the morning.

Rubric for Question 24:

Score Point	Expectation
3	Response thoroughly and accurately describes Carson's character and abilities. It will include many relevant supporting details from the passage.
2	Response generally describes Carson's character and abilities. Response includes some relevant details from the passage but may also contain some inaccuracies.
1	Response attempts to describe Carson's character and abilities. Response may contain numerous inaccuracies or misunderstandings about the passage. Few, if any, relevant details from the passage are provided.
0	Response is inaccurate and/or irrelevant.

Sample Response for Each Score Point:

- 3** She seemed to be an ordinary person in some ways. The author describes her as shy; and when she was receiving all the praise for *The Sea Around Us*, she described it as ridiculous. She seemed to like quiet, to go to her cottage on the Maine coast, and she certainly loved nature. In fact, that's what she wrote about. In other ways she was not an ordinary person. She was a biologist who could write really well. She had the courage to speak out and the grace to handle her critics in a thoughtful and cool manner.
- 2** Rachel Carson was a very brave woman. When the whole society believed that pesticides were good things, she stood up and said that they were not so good as people thought. She was very smart to be able to see the things that she saw and must have had many people respect her since President Kennedy referred to her.
- 1** Rachel Carson liked stuff like birds and sea, that's why she wrote about pesticides and chemicals and things like that. She changed people's minds about all that stuff.
- 0** I bet she never lived in Nevada, but maybe she liked where she was from and maybe she didn't, I don't know. You know how it goes when you like this one teacher but not the class he teaches. Well, Carson was probably like that.